Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Public
2. Year institution was founded: 1857
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 22186
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 1134
7. Highest level of academic degree offered: Masters
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: Western Association of Schools and Colleges
9. b. Date of most recent regional accreditation self-study: 2005
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2011): I-FBS
2. Conference affiliation(s) or independent status (Academic Year 2011):
   - Baseball: Western Athletic Conference
   - Football: Western Athletic Conference
   - Men's Basketball: Western Athletic Conference
   - Men's Cross Country: Western Athletic Conference
   - Men's Golf: Western Athletic Conference
   - Men's Soccer: Mountain Pacific Sports Federation
   - Softball: Western Athletic Conference
   - Women's Basketball: Western Athletic Conference
   - Women's Cross Country: Western Athletic Conference
   - Women's Golf: Western Athletic Conference
   - Women's Gymnastics: Western Athletic Conference
   - Women's Soccer: Western Athletic Conference
   - Women's Swimming: Western Athletic Conference
   - Women's Tennis: Western Athletic Conference
   - Women's Volleyball: Western Athletic Conference
3. Athletics program structure ('X' all that apply):

   ______ one combined athletics department.
   ______ separate men's and women's departments.
   ______ incorporated unit separate from institution.
   ______ department within a physical education division.

4. Date of NCAA major infractions case(s) (if any) since the institution's previous athletics certification self-study and impact (if any) on the areas of the certification program. If this is the institution's first time to complete a self-study, respond to the question based on the last 10 years.

   None

5. Other significant events (with dates) in the history of intercollegiate athletics program since previous athletics certification self-study. If this is the institution's first time to complete a self-study, respond to the question based on the last 10 years.

   This information is more clearly stated in Operating Principal 1.1., question #5; however, below are a few of the significant events since the previous self-study:
   2004 ? Richard Tomey hired as new football head coach, Thomas Bowen hired as new athletics director
   2005 ? New Student Athlete Success Services formed, George Nessman hired as men's basketball coach, Student Instructional Related Activity Fee (IRA) increase
   2006 ? William Campsey selected as Faculty Advisory Representative, Pam DeCosta hired as new women's basketball coach
   2010 ? Mike McIntyre hired as new football coach, Marie Tuite hired as Chief Operating Officer

Previous Certification Self-Study

1. Date of Cycle 2 orientation and evaluation visit (if applicable):


2. Cycle 2 certification-status decision and date rendered by the NCAA Division I Committee on Athletics Certification (if applicable):

   Certified, letter dated May 17, 2004 reporting on action taken by the Committee on Athletics Certification during its April 21-22, 2004 meeting.

3. Subsequent actions or changes and date(s) in certification status (if any) made by the committee (if applicable):

   None.

4. Changes in key senior-level positions, institutional or athletics program, if any, since the institution's previous athletics certification self-study. If this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years:

   In addition to the information stated in question #5 under Athletics Information, in 2008 President Kassing retired and President Whitmore was hired. In 2009, Dr. Gerry Selter was appointed Provost and Vice President for Academic Affairs. In 2010, President Whitmore resigned and former President Kassing returned as Interim President. In 2011, Dr. Mohammed Qayoumi was selected as President to begin July 1, 2011.
5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous athletics certification self-study. If this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years:

Conference Affiliation: In 2005 the following institutions joined the Western Athletic Conference: New Mexico State, University of Idaho, and Utah State. At the same time, the following institutions left the Western Athletics Conference: Rice University, Southern Methodist University, University of Texas, El Paso and Tulsa University. In 2010, Boise State elected to leave the Western Athletic Conference.

No change is sports sponsorship.

Beginning with the 2009-2010 academic year, SJSU declared Impaction and eliminated the special admissions process which had been in place at the time of the institution's previous athletics certification self-study. The special admissions committees were disbanded as the new policy eliminated the possibility for any student who did not meet the admissions standards to be specially considered. The only exceptions to the new admissions standards were (and currently are) to accommodate the "special talents" needs of various university programs such as athletics, music, drama and art. As a result, several first-year student-athletes who were classified as special admits during the 2009-2010 and 2010-2011 admissions cycles would not have been so classified in years prior.

The institution's four-class Federal Graduation Rate at the time of its previous athletics certification self-study was 37%, and the most current four-class Federal Graduation Rate is 41%. A steady increase (4%) over the past eight years of Federal Graduation Rate data is demonstrated by the institution's students in general. Over the same period of time, the institution's student-athlete four-class Federal Graduation Rate has held steady at 46%. In each of the past eight years, SJSU student-athletes demonstrated a four-class Federal Graduation Rate 5% to 9% higher than that of the general student population.

Changes in Mission Statement ? in 2010 a new mission statement was adopted.

MISSION STATEMENT
San Jose State University's Department of Athletics recruits and develops a diverse population of highly skilled student-athletes, coaches and staff to compete at the pinnacle of collegiate athletics - NCAA Division I. San Jose State Athletics strives to be recognized as a leader in achievement, diversity, inclusion, leadership and personal accountability. San Jose State Athletics is committed to providing a culture in which student-athletes can thrive in academics, athletics and society in an environment of uncompromising integrity for the University, community, alumni and friends. In doing so, San Jose State Athletics dedicates itself to absolute compliance of institutional, conference and NCAA rules and regulations.

Fiscal stability ? There have been no significant changes regarding fiscal stability.

Certification Self-Study Information

1. Steering Committee Chair: Dr. Gerry Selter


3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before findings and plans for improvement were formulated; and (b) review the self-study report after it was drafted.

   Opportunities for Campus and Community Feedback

   October 11, 2010 - Provost Selter spoke at the Academic Senate meeting, which includes members of the Administration and representatives from all areas of the University. He gave an overview of the process and publicly announced the subcommittee chairs.
December 6, 2010 - Subcommittee chairs, Maria DeGuevara, Natalie King and Richard Francisco gave a report
updating the status of each of their respective areas to the Academic Senate.

April 8, 2011 - The Office of the Provost posted the subcommittees’ answers, thus far, to the self study documents
on SJSU Provost Office website, under the link “NCAA Recertification”, for the campus community and others to
view (a copy of the website is below). An email was sent to the Steering Committee and three subcommittees
announcing the website was available to view. A link was placed on the NCAA website that would email Monica
Garcia in the Provost Office with suggestions or changes. As of 5/4, only 2 responses had been received and
incorporated into the documents.

April 10, 2011 (AM) - The Office of the Provost coordinated with Pat Harris, Director of Media Relations, with regard
to getting a link from the the University main web page to the Provost Office NCAA Recertification website. A link
was created and stayed active on on the SJSU main web page from April 11th - 29th. Pat will include an
announcement of the website, including the link, in an upcoming “SJSU this Week”, which reaches all employees
and an additional 600 people, some of which are from the media. In addition, The Provost Office left a voicemail for
Paul Richardson, AVP of Alumni Relations. He was out of the office until Tuesday, but responded via voicemail that
would be happy to send out the NCAA link to Alumni E-news (approx 96,000 subscribers) and Alumni Association
Weekly Linked-In message (approximately 15,000 people).

April 11th (PM) - Public Affairs sent out the SJSU This Week email blast.

April 18, 2011 - Annette Nellen and Bill Campsey, members of the Athletics Board gave an update to the Academic
Senate. Within her update, Senator Nellen encouraged Senators to read the NCAA re-accreditation report which is
linked to the SJSU main page. In Provost Selter’s report to the Senate, he mentioned that the NCAA recertification
materials are on the web. All of the documents that are going to be submitted for the cycle 3 NCAA recertification
have been posted on the SJSU website. There is a link in the update section where you can go right to the
documents. The Provost has listed there the three operating principles that we must respond to in our self-study and
the status of each one. He also stated that the entire study has to be submitted to NCAA by 5 p.m. on Friday, April
29, 2011.

Lastly, we secured the services of Janet P. Judge of Sports Law Associate LLC, to review and give feedback to the
subcommittees on their drafts. The following is the timeline in which the Provost Office received her feedback:

- OP 1.1 - March 18
- OP 1.2 - March 23
- OP 2.1 - March 30
- OP 2.2 - April 4
- OP 3.1 and 3.2 - April 14
- OP 3.3 - April 15

All suggestions were forwarded to the Steering Committee and 3 Subcommittees within the same day so that they
could begin incorporating her feedback into the current drafts.

Provost Office NCAA Recertification Website:

NCAA Division I Recertification

Background

San Jose State University is in the midst of a year-long, campus-wide effort to study its athletics program as part of
the NCAA Division I athletics certification program. Specific areas the study will cover are governance and
commitment to rules compliance, academic integrity, and gender/diversity and student-athlete well-being.

While academic accreditation is common in colleges and universities, this program focuses solely on certification of
athletics programs. Following a two-year pilot project, the NCAA Division I membership overwhelmingly supported
the program and its standards at the 1993 NCAA Convention. At the 1997 Convention, the NCAA Division I
membership voted to change the frequency of athletics certification from once every five years to once every 10
years. San Jose State University completed its second certification self-study in 2003. Therefore, the current self-
study will be the third in the certification process.

The athletics certification program's purpose is to help ensure integrity in the institution's athletics operations. The
program opens up athletics to the rest of the university/college community and to the public. Institutions will benefit
by increasing campus-wide awareness and knowledge of the athletics program, confirming its strengths and
developing plans to improve areas of concern.

The committee responsible for the self-study will include President Kassing, Provost Selter (Chair of Steering Committee), various members of the institution’s faculty and staff, as well as athletics department personnel. A member of the NCAA academic and membership affairs staff conducted a one-day orientation videoconference with the steering committee and its three subcommittees early in the process (October 1, 2010).

Within each area studied by the committee, the program has standards known as operating principles (OP) that were adopted by the Association to establish benchmarks by which all Division I members are evaluated. Approximately 6 months after San Jose State University has concluded its study, an external team of reviewers will conduct a three-day evaluation visit on campus. The reviewers will be peers from other colleges, universities or conference offices. The peer-review team will report to the NCAA Division I Committee on Athletics Certification. The committee will then determine the institution’s certification status and announce the decision publicly. For institutions that fail to conduct a comprehensive self-study or to correct problems, sanctions could be imposed.

The three options of certification status are: certified; certified with conditions and not certified. While institutions will have an opportunity to correct deficient areas, those institutions that do not take necessary corrective actions may be ruled ineligible for NCAA championships.

To make the recertification as transparent as possible, the Steering Committee, under the Steering Committee Chair, Provost Gerry Selter, is making the institution’s responses to the Operating Principles available here for review. This is a living document – one that will be reviewed and revised until its final submission to the NCAA on April 29. Please take a moment to review OP 1, 2 and 3 and give us your feedback, no later than April 18, 2011.

Division I, Cycle 3 Recertification Documentation

NCAA Recertification Orientation Guide with Tabs (pdf)
SJSU’s Proposed Self-Study Plan (pdf)
SJSU’s Proposed Timelines (pdf)

Membership Lists
? Steering Committee (pdf)
? Governance and Commitment to Rules Subcommittee (pdf)
? Academic Integrity Subcommittee (pdf)
? Gender/Diversity Issues and Student-Athlete Well-Being Subcommittee (pdf)

Self-Study
Operating Principle 1.1 ? Version 2 (pdf)
? Attachment OP 1.1 Question 9 ? Athletics Board Handbook (pdf)
? Attachment OP 1.1 Question 9 ? SAAC Bylaws (pdf)

Operating Principle 1.2 ? Version 2 (pdf)
? Attachment OP 1.2 Question 4 ? Asst Coach Job Description (pdf)
? Attachment OP 1.2 Question 4 ? Asst Coach Letter of Appointment (pdf)
? Attachment OP 1.2 Question 4 ? Asst Coach Performance Evaluation (pdf)
? Attachment OP 1.2 Question 4 ? Head Coach Job Description (pdf)
? Attachment OP 1.2 Question 4 ? Head Coach Letter of Appointment (pdf)
? Attachment OP 1.2 Question 4 ? Head Coach Performance Evaluation (pdf)
? Attachment OP 1.2 Question 4 ? Staff Job Description (pdf)
? Attachment OP 1.2 Question 4 ? Staff Letter of Appointment (pdf)
? Attachment OP 1.2 Question 4 ? Staff Performance Evaluation (pdf)
? Attachment OP 1.2 Question 16 ? WAC 2008 Compliance Review (pdf)

Operating Principle 2.1 and 2.2 ? Version 1 (pdf)

Operating Principle 3.1 (pdf)
? Attachment OP 3.1 ? Gender Equity Plan (pdf)

Operating Principle 3.2 (pdf)
? Attachment OP 3.2 - Racial and Ethnic Composition (xls)
Operating Principle 3.3 (pdf)
? Attachment OP 3.3 ? SJSU Athletics Travel Policy (pdf)
? Attachment OP 3.3 ? SAAC Bylaws (pdf)
? Attachment OP 3.3 ? SJSU Athletics Orientation (pdf)
? Attachment OP 3.3 ? SP11 Semester at a Glance (pdf)
? Attachment OP 3.3 ? Sports Medicine Preseason Team Meeting (pdf)
? Attachment OP 3.3 ? Time Management Self-Assessment (pdf)

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The NCAA is a membership organization of colleges and universities that participate in intercollegiate athletics. The primary purpose of the Association is to maintain intercollegiate athletics as an integral part of the educational program and the athlete as an integral part of the student body. Activities of the NCAA membership include formulating rules of play for NCAA sports, conducting national championships, adopting and enforcing standards of eligibility, and studying all phases of intercollegiate athletics.

4. Provide a copy of the institution's written plan for conducting the self-study. [Please use the file upload link contained within this question to submit a copy of the institution's written plan.]

See copy of file uploaded.

5. Please provide the institution's mission, philosophy and goals statement and the athletics program's mission, philosophy and goals statement. Also, indicate the dates of formal approval for the most recent versions.

Mission: In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

Goals and Philosophy: Goals

For both undergraduate and graduate students, the university emphasizes the following goals:
In-depth knowledge of a major field of study.
Broad understanding of the sciences, social sciences, humanities, and the arts.
Skills in communication and in critical inquiry.
Multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds.
Active participation in professional, artistic, and ethnic communities.

Character and Commitment

San Jose? State University is a major, comprehensive public university located in the center of San Jose? and in the heart of Silicon Valley. SJSU is the oldest state university in California. Its distinctive character has been forged by its long history, by its location, and by its vision -- a blend of the old and the new, of the traditional and the innovative. Among its most prized traditions is an uncompromising commitment to offer access to higher education to all persons who meet the criteria for admission, yielding a stimulating mix of age groups, cultures, and economic backgrounds for teaching, learning and research. SJSU takes pride in and is firmly committed to teaching and learning, with a faculty that is active in scholarship, research, technological innovation, community service and the arts.
Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to NCAA Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each condition, provide:

   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

   This item is not applicable since there were no NCAA imposed corrective actions for Operating Principle 1.1.

   Action

   This item is not applicable since there were no NCAA imposed corrective actions for Operating Principle 1.1.

   Action Date

   This item is not applicable since there were no NCAA imposed corrective actions for Operating Principle 1.1.

   Explanation for partial or non-completion

   This item is not applicable since there were no NCAA imposed corrective actions for Operating Principle 1.1.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each issue identified, provide:

   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goals;
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.
If the institution developed a plan for improvement for Operating Principle 1.1 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.
- The institution has had personnel changes since the original development of the plan.
- The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.

1. Original Plan

   This item is not applicable since there were no NCAA imposed corrective actions for Operating Principle 1.1.

   **Action**

   This item is not applicable since there were no NCAA imposed corrective actions for Operating Principle 1.1.

   **Action Date**

   This item is not applicable since there were no NCAA imposed corrective actions for Operating Principle 1.1.

   **Explanation for partial or non-completion**

   This item is not applicable since there were no NCAA imposed corrective actions for Operating Principle 1.1.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). For each additional plan, provide:

   a. The additional goal(s);
   b. The step(s) taken by the institution to achieve the goals; and
   c. The date(s) the step(s) was completed.

The second-cycle review did not result in a plan for improvement for Operating Principle 1.1. However, since the second-cycle review, the Athletics Department has enhanced institutional monitoring and control of the Athletics Department and its operations going forward. Further, SJSU has implemented a higher degree of oversight of third-cycle plans for improvement. Specifically, three areas were more thoroughly assessed: (1) the role and involvement of the Athletics Advisory Board and communication lines with the Athletics Department; (2) the function of the Faculty Athletic Representative (FAR); and (3) the participation of the Student-Athlete Advisory Committee. Finally, various departments’ policies and procedures have been carefully reviewed and revised. All of these new policies and procedures are intended to improve institutional control and more effectively monitor and evaluate our improvement plans.
4. Describe how the institution's chancellor or president maintains clear and direct oversight of the athletics program, including a description of reporting lines from the director of athletics to the chancellor or president.

The chancellor or president must have and demonstrate clear and direct oversight of the athletics program.

At SJSU, the Athletics Director is part of the President's cabinet. Thus, the Director reports directly to the President just as the Vice-Presidents do. The President is responsible for the annual performance review of the Athletics Director. The President also has oversight of the athletics program through responsibility for the university budget and finances including student fees. The President also has a role in the conference affiliation of the university. The Faculty Athletics Representative (FAR) reports to the President's Chief of Staff. A copy of the organization chart for the President's office is available at [http://www.sjsu.edu/president/admin/orgcharts/](http://www.sjsu.edu/president/admin/orgcharts/)

In addition, the President works closely with the Athletics Board. The President's Chief of Staff is a member of the Athletics Board and the Board advises the President as directed by University Policy F07-2 and as the President requests. Per F07-2, responsibilities and functions of the Athletics Board include:

The Athletics Board shall perform such functions as to enable it to carry out its responsibilities to ensure academic integrity of the athletic programs and compliance with NCAA and affiliated conference athletic rules. It shall recommend to the President and to the Executive Committee of the Academic Senate policies that promote a strong environment of rules compliance and provide a positive academic environment for all student-athletes; it shall act in an advisory capacity to the President and his/her designee and to the Director of Athletics; it shall carry out specific responsibilities and functions delegated to it by the President; it shall have an overall awareness of the athletic programs of the University and the rules, procedures and guidelines of the athletic organizations of which the University is a member, in order to make recommendations pertaining thereto and to act in an advisory capacity.

See [http://www.sjsu.edu/senate/F07-2.htm](http://www.sjsu.edu/senate/F07-2.htm)

5. Since the institution's previous self-study, list the major decisions made related to intercollegiate athletics. For each decision, explain the role and involvement (if any) of the:

a. Chancellor or president;
b. Athletics board or committee;
c. Faculty senate (or other faculty governing body);
d. Student-athlete advisory committee;
e. Director of athletics;
f. Faculty athletics representative;
g. Senior woman administrator; and/or
h. Other individual(s) or campus constituencies.

Please note, if this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years.

2004

? Richard Tomey was hired as the new Football Head Coach.

? In the spring, the Academic Senate passed a referendum that limited the Athletics Department's general fund allocation to a maximum of two percent (2%). To insure compliance with this, the Academic Senate receives regular updates regarding the Athletics program. These updates are presented through documents and through presentations by Athletics Department staff members, including the Athletics Director.

? In December, President Donald Kassing hired the current Athletics Director, Thomas Bowen. Since Mr. Bowen's arrival, he has hired numerous coaches and staff, including head coaches for men's basketball, men's golf, women's golf, men's cross country, women's basketball, men's softball, women's soccer, women's swimming and diving, and the Strength and Conditioning Director. In addition, Mr. Bowen has continued to build his administrative
team by hiring in the following positions: Senior Associate Athletics Directors for External Affairs, Associate Athletics Director for Academics (SWA), Director of Business, and Director of Student Services.

2005
? George Nessman was hired as the Men’s Basketball Head Coach.
? A new Student-Athlete Success Services was established and several additional staff members were added to the Athletics Department.
? Student Instructional Related Activity (IRA) fees for Athletics were increased based in part on the Athletics Board’s participation and recommendation in favor of the request.
? The Student-Athlete Advisory Committee (SAAC) submitted a proposal to the Athletics Director to request the reinstatement of a fifth year program for student-athletes. This proposal was adopted and continues to provide financial assistance to fifth year student-athletes.

? The Spartan Foundation became an integral part of working to elevate the exposure and interest of home Athletics contests, through the “re-branding” of the Spartan athletics program. In addition, the University’s community outreach program has been enhanced by the efforts of the Spartan Foundation, whose members actively inform, attend and support the efforts of our student-athletes, including community service activities and home events. They are important ambassadors in the University’s efforts to increase the awareness of the excellent work by the SJSU Athletics Department.

2006
? President Kassing appointed Dr. William Campsey as the Faculty Athletics Representative (FAR) to work with Mr. Bowen to rebuild the current academic performance and accountability for student-athletes at SJSU. [At the time of Dr. Campsey’s appointment, SJSU was out of compliance with APR.]

? The Athletics Board was directly involved in the plan to improve the University’s APR and worked closely with the academic community and the University’s Academic Senate.
? In the spring, Pam DeCosta was hired as the Women’s Basketball Head Coach.
? In the fall, SJSU went through an extensive review of its academic services program and recommended a plan to the NCAA regarding Academic Progress Rate (APR) findings. The President’s Office provided counsel and advice during this time. This plan is available in Operating Principle 1.3.

2007
? The Athletics Board created and sponsored the scholar-athlete awards program for both SJSU individuals and teams in public recognition of the excellent academic work being accomplished by SJSU student-athletes.
? The Athletics Board approved the recommendation that APR scores become an annual part of the coaches’ evaluation and review, including the decision for merit increases.
? The SAAC Committee proposed a plan to engage student-athletes in community service activities and instated the annual talent show.
? Two additional directors joined the Athletics Department: Director of Sports Medicine and Director of Media & Marketing.

2008
? There were no major decisions related to intercollegiate athletics; however, President Kassing retired and John Whitmore became President.

2009
? The Athletics Board began working with the Office of the President to review and evaluate the work being accomplished by the Director of Athletics.

2010
? Mike MacIntyre was hired as the Football Head Coach.
? Marie Tuite was hired as the Chief Operating Officer (COO). Ms. Tuite also serves as the Senior Associate for Internal Operations, and is a member of the senior leadership team in the Athletics Department.
? In July 2010, the Athletics Department recast the SWA as an annual appointment to a female Administrator who has demonstrated leadership, interest and potential. Currently the SWA is Elizabeth Jarnigan, Associate Athletics Director for Student Services, Intercollegiate Athletics.
? The Athletics Department added academic advisors, a video coordinator, and directors for football and for
6. Describe the institution's written governance policies regarding the administration and oversight of the athletics program, including the specific role and responsibilities of the institution's governing board. Describe how the written athletics governance policies and/or other written communication is provided to the governing board on an annual basis.

The institution must provide evidence that specific governance policies exist for its governing board regarding the administration and oversight of athletics, including the role and responsibilities of its governing board.

The institution must provide evidence that written communication (e.g., annual report, governance policies) is provided annually to its governing board with respect to athletics. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

San José State University (SJSU) is one of 23 campuses in the California State University (CSU) System. As such, the system's governing board is the CSU Board of Trustees. The Board oversees the implementation and management of laws, regulations and policies through the CSU Chancellor's Office. Additionally, the Board has delegated some administration and oversight to the Presidents at the campus level.

THE BOARD OF TRUSTEES

The Board of Trustees (Board) of the California State University (CSU) system is comprised of 25 members, and has the primary responsibility for setting policy for the entire California State University (CSU) system. Specifically, the Board adopts rules, regulations, and policies governing the CSU in curricular development, use of property, development of facilities, and fiscal and human resources management.

CHANCELLOR'S OFFICE POLICY AND REPORTS

Under the auspices of the Board, the Chancellor's Office of the CSU develops, implements, and manages policies and procedures for all programs on the 23 campuses in the CSU system. The Chancellor's Office has established policies regarding student eligibility for NCAA intercollegiate athletics. It also collects information annually from the campuses regarding student participation in intercollegiate sports.

CAMPUS PRESIDENT

The Board delegates management and control of intercollegiate athletics to the respective Presidents of each institution. Each institution participating in a program of intercollegiate athletics is expected to take the necessary steps to ensure that its management of the program is in compliance with the provisions of applicable state and federal laws and the regulations of any athletic conference with which it is affiliated. One process used in the CSU is the CSU Executive Council, comprised of presidents at the CSU campuses. This Council established the CSU Gender Equity Voluntary Self-Monitoring Committee that collects data on campus compliance with recommendations from the Cal-Now Consent Decree.

At SJSU, the President meets regularly with the Director of Athletics to review policies of the Athletics Department. In addition, the Athletics Board, which is an advisory board to the President, meets with the President on an annual basis to review Athletics Department policies. The Chancellor also meets annually with the CSU Presidents and Athletics Directors to discuss CSU expectations for intercollegiate athletics programs.
7. Since the institution's previous self-study, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been involved and describe the extent of the governing board's involvement with those decisions.

Please note, if this is the institution's first time to complete an athletics certification self-study, respond to the question based on the last 10 years.

The institution must demonstrate, through examples since the institution's previous self-study, that its governing board's oversight and policy formulation for athletics is consistent with its policies and stated responsibilities for other units of the institution (e.g., personnel, budget, facilities).

The Chancellor's Office has issued executive orders and coded memoranda in response to legislation passed in the State of California since SJSU's previous self-study. For example, Executive Order 967 was issued by the Chancellor's Office on January 1, 2006 in response to the California Student-Athlete Fair Opportunity Act of 2005. The Executive Order requires each University President to ensure that appropriate efforts and resources are directed to improve the graduation rate of student-athletes, particularly those student-athletes who were admitted as general exceptions for their athletic ability under Section 40900 of Title 5 of the California Code of Regulations. Each campus that is a member of the NCAA shall adopt a comprehensive plan providing for the academic support of student-athletes. The Chancellor's Office asks campuses to provide data in odd numbered years regarding services such as tutoring offered to student-athletes and degree completion data.

In addition, the Chancellor's Office issued coded memorandum AA 2007-07, Student Eligibility in Intercollegiate Athletics on February 14, 2007 in response to AB 2165, a new law which prohibits any student-athlete enrolled at any CSU campus from participating as a member of any intercollegiate athletics team if, after enrollment as a university student, he or she is prosecuted as an adult and is convicted of certain specific crimes. In accordance with Education Code 67362, the Chancellor's memorandum prohibits students from participating in intercollegiate sports if they have been convicted of certain violations of the California Penal Code or are on parole. A student may be eligible to participate in intercollegiate sports after he or she completes his or her assigned prison term and parole period, if any as ordered by local, state, or federal judiciaries.

In December 2005, the Chancellor of the CSU System implemented Executive Order 966 (EO 966), a policy prohibiting alcohol sales and advertising. The policy prohibits the sale of alcoholic beverages at any athletic event held in university owned or operated facilities and limits alcohol advertising to beer and wine on California State University campuses in compliance with policy guidelines distributed by the National Inter-Association Task Force on Alcohol Issues, a higher education coalition that addresses alcohol use on campuses.

8. Describe how the institution's governing board decisions regarding the athletics program are consistent with those of other on-campus units.

There is no separate governing board for the institution regarding the athletics program. All CSU Board of Trustees’ decisions and legislation concerning the operations of the Athletics Department are the same as those for all other campus units. In addition, the oversight of intercollegiate athletics is the responsibility of the SJSU President and the Director of Athletics who directly reports to the President. Further, student policies are applicable to all SJSU students, without any distinction as to whether those students are also student-athletes.
9. For each of the following individuals or groups:

   a. Explain the role and authority of the individual or group as it relates to intercollegiate athletics;

   b. Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of department of athletics policies (e.g., review admissions data, review academic performance data, receive periodic reports from department of athletics); and

   c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.

1. Athletics board or committee;
2. Faculty senate (or other faculty governing body);
3. Faculty athletics representative;
4. NCAA Division I Student-athlete advisory committee (SAAC); and/or
5. Other individual(s) or campus group(s).

The institution must identify involved individuals or groups external to the department of athletics (e.g., faculty senate, athletics advisory group, student-athlete advisory committee) and explain how they have opportunities to provide meaningful input into the formulation of policies and how they periodically review policy implementation related to the conduct of the athletics program.

(1) Athletics Board
   a. The Athletics Board has the responsibility to promote effective programs of athletics, to protect the environmental and educational rights of the student-athletes, and to insure the integrity of the athletic programs. It has the special responsibility of relating the programs of athletics to the objectives of the University. The Athletics Board works in cooperation with the Division of Intercollegiate Athletics, the Faculty Athletics Representative (FAR), the Academic Senate, and the University administration to insure outstanding athletic programs, and simultaneously to maintain the quality of education and environment for each individual within the Athletics program. Furthermore, the Athletics Board represents one part of a system of checks and balances necessary to insure the goals of the University community.

   b. and c. Although the Board does not execute specific policies, it is charged with reviewing reports and policies. Specifically, the Athletics Board is informed about the admissions policies; it receives monthly reports related to compliance, budget, coaches’ evaluations, SAAC, and strategic planning strategies related to marketing and fundraising efforts. The specific roles and responsibilities of the Athletics Board are set out in University Policy F07-2 [http://www.sjsu.edu/senate/F07-2.htm] and in the Athletics Board Handbook, pp. 7-14.

(2) Academic Senate
   a. The Academic Senate is informed of and consulted concerning significant Athletics Department issues (such as the third cycle certification process).

   b. and c. The Academic Senate does not have an active role in the creation or implementation of policies and/or operations within the Athletics Department. It does, however, participate in the selection of the FAR, insofar as the FAR is named by the President in consultation with the Athletics Director and the Academic Senate Executive Committee. [See University Policy F05-2, http://www.sjsu.edu/senate/F05-2.htm].

(3) Faculty Athletics Representative (FAR)
   a. The University’s Faculty Athletics Representative (FAR) is a tenured member of the SJSU faculty who serves as a liaison between athletics and the institution. S/he reports to the President, consults with the AD, and is a member of the Athletics Board. According to WAC requirements, the FAR oversees the Coaches Certification Exams, is a signing party on all Eligibility Certifications along with the AAD for Compliance and Certification Specialist, and also signs all waiver requests submitted to the NCAA regarding student-athlete eligibility. The FAR is the official representative of SJSU in NCCA affairs and conference matters. The University’s FAR is Dr. Bill Campsey, who was appointed by the President in consultation with the Athletics Director and the Academic Senate Executive Committee. [See Academic Senate Policy F05-2 [http://www.sjsu.edu/senate/F05-2.htm]. The University’s FAR follows the FARA Constitution, Bylaws and Operating Principles. [http://farawebsite.org/Files/aarons_files/}
b. and c. As a member of the Athletics Board, the FAR has input into the formulation and review of the athletic policies as set out in the University Policy F07-2 and the Athletics Board's Handbook.

(4) Student Athlete Advisory Committee (SAAC)

a. The Student Athlete Advisory Committee was established to represent the ideas, needs and lifestyle of student-athletes at San Jose State University. SAAC provides an opportunity for student-athletes to maximize their academic, athletic, social and individual growth in an effort to enrich their lives. It has five specific roles: (1) Serve as the voice for pertinent issues presented by fellow student-athletes, and strengthen the lines of communication between student-athletes, coaches and administration; (2) Enhance the collegiate experience of SJSU Student Athletes by providing educational, leadership and service opportunities which promote growth in Spartan student-athletes; (3) Create camaraderie between all student-athletes, non-athletes, San Jose? State University and the San Jose? State community; (4) Uphold a positive student-athlete image not only in athletic competition, but in every aspect of everyday life, and (5) Act as liaison between SJSU Student-Athletes and our counterparts on the conference and national level through membership and dissemination of information. Provide input on relevant WAC and NCAA issues. These are set out in the San Jos? State University SAAC Constitution.

b. and c. The SAAC members may offer input on rules, regulations, and policies that affect them and their colleagues. They may forward recommendations addressing student-athletes' concerns to the Athletics Director and/or the Athletics Board. The SAAC is informed of significant issues within the department by its advisor and other Athletics Department personnel.

(5) Provost

a. The Provost has the primary responsibility for the formulation and implementation of academic goals and the overall quality of academic programs throughout the University. In addition, the Office of Student Academic Success Services (SASS) reports directly to the Provost. One function of SASS is student-athlete advising.

b. and c. The Provost and the Associate Vice President for SASS meet regularly to discuss the academic performance data and the advising services for student-athletes. From these meetings, the Provost has the opportunity to formulate/revise policies related to these areas.

(6) Vice President for Administration and Finance

a. The VP of Administration and Finance is charged with ensuring the proper operation and fiscal management of the University.

b. and c. All audits (e.g. NCAA, Board of Trustees) are handled through the Office of the Vice President of Administration and Finance. The Athletics Department, like all departments at the University, must submit to the Office of Administration and Finance an annual budget and a balanced budget at the end of the fiscal year. In addition, the Office of Administration and Finance staff meets periodically with the Athletics Department staff on budgeting and any audit issues.

10. Describe how the activities of the institution's athletics booster groups, support groups and other representatives of the institution's athletics interests are maintained under the clear control of the institution, including whether institutional personnel serve on booster club, support group or foundation boards.

Members of the Athletics Development office have oversight responsibilities for all fundraising activities for the department. This includes supervising booster groups/committees with respect to fundraising efforts. Members of the development staff schedule and attend meetings of booster groups/committees and are present at all Athletics Department functions that involve "representatives of athletic interests," coaches and student-athletes. As each group plans their fundraising events and activities, the development staff, and/or coaching staff, works with the individual groups in coordination with the University's Compliance representative in planning the events to ensure adherence to NCAA rules. The Compliance Office provides clarification on all applicable rules, but it remains the responsibility of the development staff to oversee the booster groups/committees. Members of the development staff are also responsible for ensuring that all student-athletes participating in fundraising events are educated on all applicable NCAA regulations.

The Spartan Foundation is the development/fundraising arm for SJSU Athletics. The Spartan Foundation provides the primary financial support for intercollegiate athletic student-athlete scholarships at SJSU. The primary purpose of the Spartan Foundation is to unite, in an organized effort, the alumni and friends of SJSU to raise funds to meet the rising costs of athletic scholarships for the University's 400+ student-athletes. The Spartan Foundation is under the budgetary control of SJSU Athletics and a line-by-line operational expense summary is found within the Athletics Department budget. All funds donated to the Spartan Foundation are deposited with the University Advancement Tower Foundation. Those funds are then used to provide grant-in-aid awards to student-athletes.
through the line-by-line scholarship expenditures within the budget of each sport.

Donors may provide funding to specific sports through the Sports Improvement Fund. The head coach uses this money to enhance the operating budget or for special needs of the team (e.g., international travel) as identified. The Athletics Director authorizes the expenditures. At the present time, the following sports have sports booster groups or fundraising committees associated with their program:

- Football (Quarterback Club)
- Men's Basketball (Rebounders)
- Baseball (First Pitch)
- Women's Softball (Diamond Club)
- Men's Soccer
- Men's Golf (The Western)
- Men's Golf (Junior Spartans programs designed for kids 13 and under)
- Junior Spartans (programs designed for kids 13 and under)
- Order of Sparta - association of former athletes & coaches

The Quarterback Club hosts four dinner events during the season. At each event, a head coach and/or student-athletes are featured as guest speakers. For the Rebounders and First Pitch gatherings, attendees pay for a meal and listen to the coach(es) speak. Funds from Quarterback Club memberships, Rebounders and First Pitch events are on deposit with, and incorporated into, the books of SJSU Athletics. The Men's Soccer and Men's Golf booster groups' primary purpose is to raise the funds and organize the annual golf outing event. Funds raised are deposited into accounts controlled by athletics business office. Funds at the end of the year from external support groups' activities are available to assist sports programs with their operating budgets.

The Junior Spartans is affiliated with the athletics External Office and is an exclusive club designed for children 8th grade or below and/or 13 years or younger so that they can be a part of the fun and excitement of SJSU sports. The Order of Sparta is the organization of former SJSU student-athletes and coaches, which represents all intercollegiate sports. The Order of Sparta administers the SJSU Sports Hall of Fame, provides special events for current and former student-athletes, and publishes a membership directory. The annual membership fee is $75. All monies are used for the enhancement and operation of The Order.

Athletics Department staff members attempt to be visible at all athletic functions. Student-athletes and coaches are advised of issues pertaining to involvement with "representatives of athletics interests." This advisement initially takes place at the yearly compliance meeting offered for all Athletics Department Staff. In addition, all regulations are provided to the following:

- Athletics staff through the distribution of University Policies and Procedures Manual;
- Coaches through the distribution of the University's Coaches Manual;
- Student-Athletes through the distribution of the Student-Athlete Handbook; and
- Spartan Foundation Board of Directors with a Compliance presentation.

The Athletics Department has also added information on the Spartan website http://sjsuspartans.com/ with specific information for "representatives of athletics interests." The Compliance Office updates this website with current NCAA legislation.

Institutional control from the department is also administrated through the management of the accounts from the Athletics Business Office. Athletics maintains full oversight of all accounts for the booster clubs at SJSU. The Quarterback Club is the only account that maintains a separate Tower Account. All other booster clubs have deposits placed into the respective Sport Improvement Fund. All deposits and expenses must be approved by the Associate Athletics Director-Business and Tower Foundation before being deposited and/or expensed. All expenses and deposits are processed by the Athletics Business Office. Whenever there is any booster activity that appears to have compliance components, the Athletics Department has a compliance review and approves the expenditure before submitting. Prior to any expenses being incurred, an Expenditure Approval form must be verified and approved. The Athletics Business Office maintains copies of all expenditures and deposits for the Athletics Department's records.

Two practices that help in regulating accounting procedures are Expenditure Approval forms and the separation of accounts (for specific funds).

The Expenditure Approval form puts everyone on the same page when it comes to particular sports and how various items are going to be paid. This gives coaches the opportunity to know how much money they must fundraise for expenses that are not budgeted through the state. The form also provides the Business Office with detailed information on how individual departments are spending their allotted cash throughout the year. This is further strengthened by using the Tower Foundation as the sole "bank" for all sport fundraising. One of the Tower
Foundation's operating principles, in line with that of Athletics, is to gain as much information as possible about a booster's relationship to Athletics from the outset.

The separation of accounts allows the department, as a whole, to know where money is coming from and going to throughout the year. For instance, 65173 is the fund that is used to deposit all Spartan Foundation Annual Drive donations. In contrast, the fund of 65178 is used for all ticket sales.

11. Provide the composition of the athletics board or committee (including titles and positions).

Chair
Annette Nellen, Professor, Accounting and Finance

Vice-Chair
Frank Jones, Professor, Accounting and Finance

Secretary
Mireya E. Salinas, Office Support, Office of the President

Faculty Athletics Representative (FAR)
Bill Campsey, Professor, Accounting and Finance

Members
Camille Johnson, Professor, Organization and Management
Sally Veregge, Professor, Biological Sciences
Fritz Yambrach, Professor, Nutrition, Food Science and Packaging

Ex-Officio Members
Tomasz Kolodziejak, President, Associated Students
Tom Bowen, Director, Intercollegiate Athletics
Lakendra Hardwick, Director, Associated Students Extracurricular Affairs
Lynn Meade, Assistant Athletics Director for Compliance, Intercollegiate Athletics
William Nance, Chief of Staff, Office of the President
Patricia Smith, President, Spartan Foundation Board

Unofficial Member
Elizabeth Jarnigan, Associate Athletics Director for Student Services, Intercollegiate Athletics

12. Describe how the institution's chancellor or president and his or her designee(s) maintain control with respect to each of the following areas of the athletics program:

1. Budget, including all sources of funding;
2. Accounting;
3. Purchasing; and
4. Debt management.

In addition, identify key individuals, other than the chancellor or president, with responsibilities in these areas.

Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.

The Athletics division is required to adhere to the same rules, guidelines and polices applicable to all other campus divisions.

SJSU Budget
The annual budget planning and development for San Jose State University is managed by the President and his senior staff (President's Cabinet), in consultation with Rose Lee, Vice President for Administration and Finance and Josee Larochelle, Associate Vice President for Finance & Administrative Technology. The budget planning and development begins with campus divisions, including Athletics, submitting base budget requests for the upcoming
fiscal year to the President's Cabinet. Thomas Bowen, Athletics Director, is responsible for communicating the budgetary needs for the Athletics division. The budget for Athletics consists of multiple funding sources: General Operating Funds (i.e. state support), Instructionally Related Activity (mandatory) student fee, Spartan Foundation, and Athletics Operating Funds.

CSU Operating Fund (State of California General Fund) 
Budget is determined by the University. All expenses must meet University policies and procedures. Typically this fund is used to cover Athletics Salaries and Benefits.

IRA (Instructional Related Activities) Revenue - Funding source 
IRA Student mandatory fee for Student Supported Activities is governed by the Campus Fee Advisory Committee.

Spartan Foundation 
The mission of the Spartan Foundation, a non-profit corporation is to raise the annual funds needed to provide the maximum number of scholarships allowed by the NCAA. All of the Spartan Foundation's financial transactions are recorded in this fund, which is maintained on the SJSU financial system. All support services are provided by the Department of Administration and Finance.

Athletics Operations 
Funding source is all other Athletics revenues.

Accounting 
All Financial Reporting is the responsibility of Finance Accounting Services Department. However, day to day oversight of accounting functions is done by Marie Tuite, Senior Associate Athletics Director, Internal Operations, as well as Matt Witty, Associate Athletics Director. Like all other campus divisions, Athletics must follow all GAAP, State, and campus policies and guidelines. Additionally, all campus divisions have access to run financial reports, which provide a detailed account of financial activity.

Purchasing 
Requests for goods and services are made through the University Financial Transaction Services system. Such requests are approved as required in SJSU Guidelines for the Delegation of Authority for Approval of Financial Expenditures. [http://www.sjsu.edu/pass/docs/pur/info/DAAFE_Guidelines.pdf] Such requests are processed by the University's Procurement department. All purchases made on Athletics' behalf, as with all other campus departments, must adhere to California State University and SJSU policies. This includes, but is not limited to contracts, competitive bids, sole source justifications, and dollar-limit thresholds. [http://www.sjsu.edu/pass/policies/]

Debt Management 
All debt service is governed by the Vice President of Administration and Finance.

13. Describe how the institution's chancellor or president and his or her designated authority review the budget of the athletics program to at least the same extent that they do for other on-campus programs and departments. In addition, identify the authority (e.g., president's cabinet, finance committee) designated with this responsibility.

Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.

The budget for SJSU Athletics is reviewed annually by the University Budget Office. Following the thorough review, the budgets for all campus divisions (including Athletics) are reviewed at the highest level by SJSU's President's Cabinet (membership includes the campus President, the President's Chief of Staff, the VP for Administration and Finance, the VP for Student Affairs, the Provost and VP for Academic Affairs, and the VP for Advancement). Any new allocations are also governed by this body. Additionally, an annual Budget Report is presented to the Academic Senate. In addition to the budget development review, all divisions within SJSU are required to submit a mid-year budget reports that are presented to the University Budget Office for analysis and summarized for the President's Cabinet.
14. Describe the process by which the institution's chancellor or president or his or her designee(s) conduct an administrative review of the NCAA comparative data (i.e., dashboard indicators) on an annual basis. In addition, specify the individual(s), other than the chancellor or president, involved in this administrative review.

Institutions must demonstrate that an administrative review of NCAA comparative data (i.e., dashboard indicators) has occurred on an annual basis by the chancellor or president or his/her designees. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The President has designated his Chief of Staff, William Nance, and the Director of Athletics, Tom Bowen, to be responsible for the administrative review of the NCAA comparative data contained in the Dashboard indicators system. On an annual basis, the Director of Athletics prepares and submits the preliminary financial report to the NCAA and notifies the Chief of Staff of such submission. Upon notification, the Chief of Staff and the Associate Vice President of Finance, Josee Larochelle, conduct a detailed and thorough review to verify the accuracy and consistency of the data submitted to the NCAA. Upon the recommendation of the Associate Vice President of Finance, the Chief of Staff approves the data that was submitted to the NCAA.

In addition, on an ad hoc basis, the Chief of Staff and the Director of Athletics may conduct comparative analyses of other NCAA institutions. For example, in 2010/2011, such a comparison was done in response to possible conference and/or institution realignment in the NCAA.

15. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 1.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

During SJSU's Cycle Three Self-Study, no particular plan was developed for improving current governing policies and procedures.
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Operating Principle

1.2 Rules Compliance.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). For each condition, provide:
   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition
   This item is not applicable since there were no conditions for certification imposed by the committee in its Cycle 2 certification decision for Operating Principle 1.2.

   Action
   This item is not applicable since there were no conditions for certification imposed by the committee in its Cycle 2 certification decision for Operating Principle 1.2.

   Action Date
   This item is not applicable since there were no conditions for certification imposed by the committee in its Cycle 2 certification decision for Operating Principle 1.2.

   Explanation for partial or non-completion
   This item is not applicable since there were no conditions for certification imposed by the committee in its Cycle 2 certification decision for Operating Principle 1.2.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process for Operating Principle 1.2 (Rules Compliance). For each issue identified, provide:
   a. The original goal;
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.
If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.
- The institution has had personnel changes since the original development of the plan.
- The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 plan.

1. Original Plan

This item is not applicable since there were no plans for improvement/recommendations developed by the institution during its second-cycle certification process for Operating Principle 1.2.

Action

This item is not applicable since there were no plans for improvement/recommendations developed by the institution during its second-cycle certification process for Operating Principle 1.2.

Action Date

This item is not applicable since there were no plans for improvement/recommendations developed by the institution during its second-cycle certification process for Operating Principle 1.2.

Explanation for partial or non-completion

This item is not applicable since there were no plans for improvement/recommendations developed by the institution during its second-cycle certification process for Operating Principle 1.2.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.2 (Rules Compliance). For each additional plan, provide:

a. The additional goal(s);  
b. The step(s) taken by the institution to achieve the goal(s); and  
c. The date(s) the step(s) was completed.

San Jos? State University's serious commitment to rules compliance is evidenced by the institution's ongoing efforts to find new ways to deliver its message of education and compliance to its staff, its student-athletes, the university community and those outside the university who have an interest in the athletics program. The following plans/enhancements resulted from the institution's self-study, an objective outside compliance review, internal discussions among those throughout the university community with compliance responsibilities and ideas brought back from NCAA Regional Rules Seminars attended annually by the Compliance Office staff and select members of the Student Athletes Success Services (SASS) staff.
Plan #1 ? Develop a "compliance team."

a. This team will be comprised of the Associate Athletics Director of Compliance, Director of Compliance, Assistant Director of Compliance, Student Services Coordinator and volunteer law student to be added in the future.

Plan #1 Action Taken

b. The Director of Compliance handles all matters of athletics financial aid, including but not limited to grant-in-aid awards, the National Letter of Intent (NLI) program, housing, books, student-athlete employment, occasional meal requests and the special assistance program. It is anticipated that the Assistant Director of Compliance will begin employment in May 2011. The Assistant Director of Compliance will be primarily responsible for the monitoring of recruiting and playing and practice seasons, performing preliminary transcript evaluations of incoming freshman and maintenance off the NCAA Eligibility Center, as well as providing assistance in all other areas of compliance. The Student Services Coordinator provides administrative assistance to the Compliance Office and SASS, including assisting with check and book distribution, transcript evaluations, team scheduling, preparation of reports. The Student Services Coordinator also manages the Student Athlete Advisory Committee. The volunteer law student position, when implemented, is intended to help an individual learn the basic concepts of NCAA rules compliance, while affording the student the opportunity to observe the inner workings of a major athletic department from a compliance perspective.

Plan #1 Date of action

c. See b. above.

Plan #2 ? Enhance and update the compliance website.

a. This entails a complete revision and overhaul of all monitoring forms and compliance policies.

Actions taken

b. This process is currently underway. The website will house all compliance manuals, including policies and procedures and forms, so all is electronic.

Date of Action

c. The expected completion date for the website is July 2011.

Plan #3 ? Update Eligibility Certification policy.

a. The University continues to update its existing policy for initial, continuing, and transfer eligibility certification.

The Action Taken

b. The policy underwent a major revision over the course of the 2009-10 academic year, and improvements continue to be made, including the appointment of the Assistant Athletics Director for Academics as the SJSU Eligibility Certification Specialist in Fall 2010.

Date of Action

c. The formal policy was adopted and implemented during the 2010-11 academic year.

Plan #4 ? Update Official Visit Policy.

a. The University will update its official visit policy and monitoring forms.

The Action Taken

b. The revision for this plan is currently in progress.

Date of Action

c. The policy will be revised and submitted to the President for approval in accordance with NCAA rules by the end of the 2010-11 academic year.

Plan #5 ? Continue to enhance rules education program.

a. A formal rules education program for all coaches, staff, student-athletes and external entities was implemented during the 2010-11 academic year in which all parties are regularly informed of NCAA rules.

The Action Taken

b. Coaches now have mandatory monthly compliance education sessions during the academic year. Staff sessions are scheduled once a semester and department-specific sessions are scheduled annually. Compliance education sessions for student-athletes are conducted twice a year and compliance education is conducted for booster groups annually.
Institution Self-Study Instrument Report - San Jose State

Governance and Commitment to Rules Compliance

Date of Action
On-going.

4. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals within the department of athletics. Specifically, the institution must provide written evidence that all individuals inside the department of athletics (e.g., coaches, staff) have statements regarding the importance of rules compliance in all of the following documents:

   a. Contracts or letters of appointment;
   b. Job descriptions; and
   c. Performance evaluations.

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

The institution must provide written evidence that all individuals inside the department of athletics (e.g., staff, coaches) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due to it obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

1. a. Rules Compliance Language in Contracts/Letters of Appointment

   Letters of appointment include statements regarding the requirement for adherence to NCAA rules and regulations. The following language has been added to these documents: "Employees are expected to have knowledge and demonstrated adherence to all relevant NCAA, conference and institutional rules with regard to operation of the intercollegiate athletics program. Employees are expected to report all instances of known or suspected non-compliance to the associated athletics director for compliance and rules education. Failure to abide by such rules shall result in discipline and, depending on the severity, may include termination of employment."

b. Rules Compliance Language in Job Descriptions

   There is a heightened expectation that every staff member, head coach and assistant coach understands and respects the importance of adherence to NCAA rules and regulations. To effectuate this, compliance with all NCAA rules and regulations is listed as a responsibility in the job description for all employees in the Department of Athletics. The specific language is identical to the language in the employee’s letter of appointment.

c. Rules Compliance Language in Performance Evaluations

   Since compliance related activities are clearly stated in the employee’s job description, adherence to rules compliance is an essential element of the annual performance evaluation. This compliance language is identical to the language in the letters of appointment and is set out in the performance evaluation document. In addition, during the annual evaluation for head coaches, assistant coaches, and athletic trainers, the issues of knowledge and adherence to rules compliance is addressed and evaluated. This is accomplished by recording attendance at monthly compliance meetings, documenting major and secondary rules violations, and verifying timely submission of requested paperwork.
5. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the department of athletics who are involved in rules-compliance activities. Specifically, the institution must provide written evidence that all individuals outside the department of athletics who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents:

   a. Contracts or letters of appointment;
   b. Job descriptions; and
   c. Performance evaluations.

Please note, if the institution does not use one or more of the documents (listed in a-c above), provide an explanation.

The institution must provide written evidence that all individuals outside the department of athletics who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due to its obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

1. 

   a. Rules Compliance Language in Contracts/Letters of Appointment

      Staff members outside of the athletic department who are involved in or associated with rules compliance activities are hired as SJSU employees, either as at-will employees, or if applicable, in accordance with the applicable union contract. Specific job related responsibilities are not included.

   b. Rules Compliance Language in Job Descriptions

      Specific job duties are detailed in exempt and non-exempt employees’ position descriptions and annual performance evaluations. In the case of staff outside of the athletics department, their particular job duties regarding compliance are set out in their position descriptions and performance evaluations. However, at the present time not all such staff employees have such statements. The University has already begun implementing a requirement to have a position description for every staff and administrator employee. Specifically, in the plan for improvement, the university will require all staff outside the athletics department who are involved in or instrumental in rules compliance to include such statements noting rules compliance in the job descriptions and performance evaluations. This amendment to the current job description must be reviewed and approved by Human Resources in coordination with the union contract, if applicable.

   c. Rules Compliance Language in Performance Evaluations

      The annual performance evaluation documents used to evaluate all individuals employed outside of the Athletics Department, who are involved or associated with athletics either currently include a component addressing the importance of NCAA rules compliance, or are in the process of having such a component included. As with the job descriptions, any amendment to the annual performance evaluation document
must be reviewed and approved by Human Resources in coordination with the union contract, if applicable.

6. Provide the name(s) and title(s) of the institutional staff member outside the department of athletics who has ultimate responsibility in determining student-athlete's admission to the institution, certification of academic standing, and conferment of academic degrees.

The institution must demonstrate that the responsibility for admission, certification of academic standing and conferment of academic degrees of student-athletes is vested in the same agencies that have authority in these matters for students in general.

   Admission to San Jose State University
   Deanna Gonzales, Director, Office and Admissions and Outreach
   Colleen Brown, AVP, Enrollment and Academic Services
   Jason Laker, VP of Student Affairs
   Donald Kassing, University President

   Certification of Academic Standing
   Marian Sofish, Registrar

   Conferment of Academic Degrees
   Graduation Evaluators:
   Lupe Martinez, Student Services Professional
   Roselia Lobato-Marales, Student Services Professional
   Delia Chavez, Student Services Professional
   Irene Ho, Student Services Professional
   Veronica Diaz, Undergraduate Grad Evaluator
   Linda Ho, Student Services Professional
   Vicky Ochoa, Student Services Professional

7. Provide the name(s) and title(s) of the individual(s) (other than the institution's compliance officer/director) who the chancellor or president designates as having final authority for the institution's rules compliance (e.g., athletics director, vice president for athletics).

The institution must assign direct accountability for rules compliance to the individual the chancellor or president assigns final authority for the athletics program (e.g., director of athletics, vice president for athletics).

The President has designated Thomas Bowen, Director of Athletics, as the person ultimately responsible for the overall implementation and monitoring of the institutions Rules Compliance program. This directive is clearly stated in Mr. Bowen's contract.
In addition the Faculty Athletics Representative works closely with the Associate Athletics Director for Academics and the Associate Athletics Director for Compliance to ensure NCAA rules compliance.
8. Identify the individuals inside and outside the department of athletics who have rules compliance responsibilities. Describe the reporting lines for and responsibilities assigned to these individuals, including but not limited to:

   a. Faculty athletics representative;
   b. Director of athletics;
   c. Compliance officer/director;
   d. Coaches; and
   e. Other key individuals (e.g., admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:

      1. Eligibility certification;
      2. Investigation and self-reporting of violations;
      3. Monitoring of financial aid; and
      4. NCAA Division I Academic Performance Program (APP).

The institution must identify individuals who have rules compliance-related responsibilities and the reporting lines of these individuals.

The institution must demonstrate that individuals external to the athletics program (including, but not limited to, financial aid personnel, registrar, faculty athletics representative) are engaged in the critical and sensitive areas of rules compliance. Examples of critical and sensitive areas of rules compliance include, but are not limited to, eligibility certification, investigation and self-reporting of rules violations, monitoring financial aid and APP.

8a. Faculty Athletics Representative (FAR)
   The FAR is a tenured faculty member who reports to the President and consults with the AD and is a member of the Athletics Board. Per the Western Athletic Conference (WAC) requirements, the FAR oversees, the Coaches Certification Exam, signs all Waivers and Eligibility Certifications (along with the AAD for Compliance and Certification Specialist).

8b. Director of Athletics
   The SJSU Athletics Director, Tom Bowen, reports directly to the President, and is ultimately responsible for rules compliance.

8c. Compliance Officer/Director
   Lynn Meade, Associate Athletic Director for Compliance, reports to Marie Tuite (Senior Associate Athletic Director/Chief Operating Officer). Ms. Meade is a member of the Senior Staff and the SJSU Athletics Board. She has oversight of the institution’s comprehensive rules compliance program. In the event of a potential NCAA Rules Violation, Ms. Meade follows the written policy for investigation of any NCAA rules violations. Additionally, Ms. Meade meets with the President twice each year to review any NCAA Violations.

8d. Coaches
   Coaches report to their Sports Supervisor and agree in their contracts to promote an atmosphere of compliance with the rules and regulations of the NCAA and the WAC/MPSF Conferences, and to monitor the compliance of all other persons under their supervision, including coaches and student-athletes.

8e. Other key individuals
   i. Eligibility Certification and Academic Performance Program (APP)
      Until Spring 2011, Eileen Daley, Assistant Athletic Director for Academics, coordinated Eligibility Certification and APP with the assistance of the FAR, Academic Advisors, Assistant Athletic Director for Compliance, and the Associate Athletic Director for Student Services/Senior Women's Administrator. In Spring 2011, Sandy Smith was hired as the Academic Eligibility Coordinator and now has these responsibilities. This position reports to Liz Jarnigan, Associate Athletic Director for Student Services/Senior Women's Administrator.
ii. Investigation and self-reporting of violations
Lynn Meade, Associate Athletic Director for Compliance, investigates and self-reports any violations in accordance with compliance office procedures. Ms. Meade meets with the President twice each year to review any NCAA Violations.

iii. Monitoring of Financial Aid
Wendy Dunn, Director of Compliance, works in conjunction with Coleetta McElroy, Director of Financial Aid, to ensure all financial aid is awarded in accordance with NCAA guidelines. Ms. McElroy sends out cancellation, nonrenewal, and athletic renewal agreements based upon the recommendation of Ms. Dunn and the Athletic Department. Ms. Dunn also monitors and updates the financial aid section of the NCAA Compliance Assistant (CAi). Ms. Dunn reports to Lynn Meade, Associate Athletic Director for Compliance, on all Financial Aid and rules compliance matters.

iv. NCAA Division I Academic Performance Program (APP)
Until Spring 2011, Eileen Daley, Assistant Athletic Director for Academics, tracked APP. In Spring 2011, Sandy Smith was hired as the Academic Eligibility Coordinator and has this responsibility. This position reports to Liz Jarnigan, Associate Athletic Director for Student Services/Senior Women's Administrator.

9. Indicate by clicking "yes" or "no" in the Athletics Certification System (ACS), whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance. Please note, all policies and procedures must be available during the evaluation visit. If an institution indicates a specific written policy and step-by-step procedure is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

The institution must provide evidence that written compliance policies and procedures exist and demonstrate that they are engaged and functioning in the following areas:

a. Initial-eligibility certification;
b. Continuing-eligibility certification;
c. Transfer-eligibility certification;
d. NCAA Division I Academic performance program (APP) (e.g., data collection process, penalty implementation process);
e. Financial aid administration, including individual and team limits;
f. Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts phone call);
g. Camps and clinics;
h. Investigations and self-reporting rules violations;
i. Rules education;
j. Extra benefits;
k. Playing and practice seasons;
l. Student-athlete employment; and
m. Amateurism.

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.
10. Describe how the institution's written compliance policies and procedures are communicated on an annual basis to athletics department staff and individuals outside the athletics department with rules compliance responsibilities.

The institution must demonstrate that its compliance policies and procedures are directly communicated in writing (e.g., provide hard copy of document, provide weblink via e-mail) on an annual basis to department of athletics staff and individuals outside the department of athletics with rules compliance responsibilities. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

San Jose State University has a continuous and comprehensive rules education program. The rules education program is the primary responsibility of Lynn Meade, Associate Athletic Director for Compliance, who oversees the Athletics Department Compliance Office, and reports directly to Marie Tuite, Senior Associate Athletics Director and Chief Operating Officer.

With respect to athletic department staff, the institution posts its written compliance policies and procedures and monitoring forms on the compliance section of the Athletics Department's website. (See http://www.sjsuspartans.com) Coaches, student-athletes and athletic department staff members are regularly directed to the compliance website to obtain pertinent information regarding compliance processes and to locate necessary compliance forms. Additionally, as policies and forms change, coaches and staff are either provided notification either via email or in-person presentations.

Employees outside the Athletics Department (such as academic advisors, FAR) receive written compliance policies and procedures applicable to the staff member's areas of responsibility. The Department's website has a compliance section that offers information regarding rules and the Department's comprehensive rules compliance program. Further, information on the compliance website is directed towards coaches and staff, boosters, prospects, current student-athletes and agents.

The Athletics Department's goals with respect to compliance are to:
1. Comply diligently with institutional, Conference and NCAA regulations;
2. Enhance the culture of compliance established at SJSU by having the President and Director of Athletics provide periodic statements to athletic department staff regarding SJSU's commitment to compliance and ethical behavior;
3. Develop a comprehensive rules education program and educational calendar for coaches, staff, student-athletes and boosters;
4. Commit to Title IX and NCAA gender equity requirements; and
5. Review, amend, and develop, as needed, a comprehensive recruiting monitoring program which best ensures adherence with NCAA regulations and overall compliance objectives. The annual measurable procedures are to conduct the athletics program with the utmost integrity to best ensure compliance with the letter and spirit of the
NCAA, WAC and MPSF rules through education, sound policies and procedures, monitoring of activities and proper investigative measures, as necessary.

11. Describe the institution's rules-education efforts for all individuals associated with the department of athletics, including the frequency and topics reviewed with each of the following groups:

   a. Boosters;
   b. Student-athletes;
   c. Department of athletics staff;
   d. Coaches;
   e. Faculty;
   f. Institutional staff outside the department of athletics.

The institution must provide evidence that it has a continuous and comprehensive rules education program for all individuals associated with the athletics program including boosters, student-athletes, department of athletics staff, coaches, and directly involved faculty and institutional staff outside the department of athletics.

San Jose State University has a continuous and comprehensive rules education program. The rules education program is the primary responsibility of Lynn Meade, Assistant Athletics Director for Compliance, who oversees the Athletics Department Compliance Office, and reports directly to Marie Tuite, Senior Associate Athletics Director, Chief Operating Officer.

a. Boosters
A flyer summarizing NCAA rules relative to boosters is sent with all football and men's and women's basketball season ticket mailings. Information for all boosters is posted in the compliance section of the Athletics Department website. The Compliance Office meets annually with the Spartan Foundation to review pertinent NCAA legislation regarding boosters.

b. Student-Athletes
Student-athletes receive compliance education information from the Compliance Office at their teams' mandatory fall orientation meetings. During the fall meeting, a host of topics, including, but not limited to, eligibility, amateurism, drug testing, playing and practice seasons, outside competition, financial aid, seasons of competition, gambling, ethical conduct, extra benefits, and recruiting are addressed. Rules compliance information is also provided in the Student-Athlete Handbook, which is discussed and made available in the fall and also is accessible via the compliance section of the Athletics Department website. The Compliance Office meets with the Student-Athlete Advisory Committee (SAAC) to provide updates regarding rules-compliance and proposed legislation throughout the academic year. Gambling reminders are sent to student-athletes prior to the Super Bowl and the NCAA Division I Men's Basketball Tournament. Finally, additional compliance information and resources for student-athletes are provided in the compliance section of the Athletics Department website.

c. Athletics Department staff
The Compliance Office meets annually with each Athletics Department support staff group to review NCAA rules specific to their particular area as well as general topics, including, but not limited to recruiting, extra benefits, complimentary admissions, promotional activities, gambling, agent activity, and academic eligibility. The support groups include the Athletics Ticket Office, Marketing and Promotions, Media Relations, the Equipment Room, Facilities, the Business Office, Development, Strength and Conditioning, and Sports Medicine. The Compliance Office conducts an education session once a semester for the support staff during which NCAA rules applicable to all are reviewed. Topics include gambling, booster legislation, and extra benefits. Each month during the academic year via email, all Athletics Department staff members receive the Compliance Corner, a newsletter that addresses compliance related matters. Appropriate staff members receive updates on pertinent new legislation and NCAA proposals throughout the year. All educational information is posted on the compliance section of the Athletics Department website. The Compliance Office staff attends the NCAA Regional Rules Seminar annually.

d. Coaches
Each coaching staff receives an allotted number of NCAA manuals annually. All countable (off-campus recruiters)
coaches must take and pass the Coaches Certification Exam annually before they are certified to recruit off-campus. Mandatory compliance education sessions covering various topics are held monthly for all coaches throughout the academic year. Coaches receive relevant NCAA interpretations as they are published. Dead period reminders are sent to all coaching staff members when relevant. All coaches receive the Compliance Corner, a newsletter that addresses compliance related matters. The Compliance Office reviews compliance related procedures, applicable new legislation, and proposed legislation with all coaches throughout the year.

e. Faculty and staff
The Associate Athletic Director (AD) for Compliance, Associate AD for Student Services/Senior Women's Administrator (SWA) and FAR present annually to the Academic Senate on issues pertaining to academic eligibility, including initial and continuing eligibility requirements, APR, and GSR Reports and status.

f. Staff outside the athletic department with rules compliance responsibilities
The Academic Advisors attend all staff compliance education sessions and are included on all Compliance Newsletter emails. Also, the Associate AD for Compliance sends relevant interpretations to the Academic Advisors. Select members of Student Athlete Success Services (SASS) attend the NCAA Regional Rules Seminar annually. The Associate AD for Compliance and Director of Compliance meet with the Office of Financial Aid annually year to review new, relevant NCAA legislation, as well as to discuss the current policies in place to determine if changes or updates are necessary.

12. In regard to the institution's most recent rules-compliance evaluation:

a. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution's rules-compliance evaluation;

b. Describe the process used in selecting this authority outside the athletics department to ensure the individual(s) does not have day-to-day compliance responsibilities for the institution's department of athletics and is knowledgeable of NCAA legislation and rules compliance practices; and

c. Provide the date of the institution's most recent rules compliance evaluation.

The institution must demonstrate that its rules-compliance program is subject to a comprehensive, external rules-compliance evaluation at least once every four years and is conducted by an individual(s) external to athletics who is knowledgeable of NCAA compliance and who does not have day-to-day responsibilities in the areas under review. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

a. Anthony Archbald, former WAC Assistant Commissioner/Compliance, conducted SJSU's most recent rules-compliance evaluation.

b. Mr. Archbald did not have day-to-day responsibilities in the Athletics Department and conducted compliance audits for all members of the Western Athletic Conference (WAC) in his position as Assistant Commissioner. The WAC provides this service as a resource to its member institutions.

Governance and Commitment to Rules Compliance

13. The rules compliance evaluation must determine that the institution's compliance practices are engaged and functioning and must include the required areas listed below. Indicate by clicking "yes" or "no" in the ACS which areas were included in the institution's most recent rules compliance evaluation. If the institution indicates a specific area is not applicable (N/A), the institution must provide an explanation. Please use the file upload link contained within this question on ACS to submit an explanation if the institution selects N/A.

The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

The institution must provide evidence that the comprehensive, external rules-compliance evaluation includes, at minimum, the following areas:

a. Governance and organization (e.g., governing board policies related to athletics, responsibilities and duties of compliance personnel);
b. Initial-eligibility certification;
c. Continuing-eligibility certification;
d. Transfer-eligibility certification;
e. APP;
f. Financial aid administration, including individual and team limits;
g. Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts, phone calls);
h. Camps and clinics;
i. Investigations and self-reporting rules violations;
j. Rules education;
k. Extra benefits;
l. Playing and practice seasons;
m. Student-athlete employment;
n. Amateurism; and
o. Commitment of personnel to rules-compliance activities.

All rules compliance evaluations conducted on/after September 1, 2008, must include the following new areas: governance and organization; APP; amateurism; and commitment of personnel to rules-compliance activities. If an institution's rules compliance program has been evaluated at least once in the past four years at the time of the self-study process and the evaluation was conducted prior to September 1, 2008, the institution is not required to include the four new areas in its evaluation or conduct an additional evaluation to include the four new areas. However, the institution must create a plan for improvement demonstrating that the four new areas of review will be included in the next scheduled rules compliance evaluation.
14. Describe the process used by the institution during the development of the self-study to review the most recent rules compliance evaluation to determine any necessary corrective actions. In addition, identify the individuals involved with this review.

The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

On December 16, 2010, the NCAA Governance and Commitment to Rules Compliance Subcommittee reviewed the conference-administered Compliance Review Report conducted by the WAC [site visit on April 28-30, 2008; Report received March 31, 2009]. The Subcommittee discussed the recommendations set forth in the Report for the thirteen major areas that were the subject of review. The Associate Athletic Director for Compliance requested feedback from the Committee regarding the corrective actions/enhancements taken in response to the Report recommendations. These corrective actions are listed under the Report recommendations in Self-Study Item No. 15 below. Finally, the Associate Athletic Director for Compliance will present the recommendations and proposed corrective actions to the Athletics Board during the Spring 2011 semester.

15. Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 14 or actions previously planned or implemented from the most recent rules compliance evaluation. Provide:

a. The plan(s) or action(s) implemented; and
b. The date(s) of action(s) taken or specific timetable(s) for completion of the plan(s).

The conference-administered Compliance Review Report (from WAC site visit on April 28-30, 2008; Report received March 31, 2009) includes review of thirteen compliance areas set forth below. Each topic area includes the recommendation set forth in the Report, as well as the corrective actions planned or implemented in response to the recommendation, if applicable.

1. Organization/Structure

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Governance and organization.</td>
<td>X</td>
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<tr>
<td>Initial-eligibility certification.</td>
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<td>Continuing-eligibility certification.</td>
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<td>Transfer-eligibility certification.</td>
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<td>APP.</td>
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<td>Financial aid administration, including individual and team limits.</td>
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<td></td>
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<tr>
<td>Recruiting (e.g., contacts and evaluations, official and unofficial visits).</td>
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<tr>
<td>Camps and clinics.</td>
<td>X</td>
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<tr>
<td>Investigations and self-reporting of rules violations.</td>
<td>X</td>
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<tr>
<td>Rules education.</td>
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<td>Extra benefits.</td>
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<td>Playing and practice seasons.</td>
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<td>Student-athlete employment.</td>
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<td>Amateurism.</td>
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<tr>
<td>Commitment of personnel to rules-compliance activities.</td>
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</table>
Recommendation #1
? Ensure the role of the FAR is known throughout the University’s campus, and ensure that all athletic administration and student-athletes are aware of the specific roles and responsibilities the FAR has in University’s compliance efforts.
Corrective Action(s)
? FAR currently serves on Athletics Board; his role is known to all campus constituents who serve on the Board.
? FAR is introduced to student-athletes at orientation at the beginning of each academic year.
? FAR reports annually on various athletics affairs to the Academic Senate, and is also an active member of the Senate.
? As a result of the self-study, the FAR and his role in SJSU’s compliance efforts will be introduced to all sports teams at individual team compliance meetings at the beginning of each academic year beginning in the 2010-11 academic year.

2. Recruiting
No Recommendations.

3. Financial Aid
Recommendation #1
? Evaluate the current process of monitoring outside grants/scholarships to student-athletes (i.e., recommend that the Financial Aid Office take a more proactive role in monitoring outside aid);
Corrective Action(s)
? Effective Spring 2011, the Athletics Department will be sending letters to the parents of incoming and continuing student-athletes requesting that the Free Application for Federal Student Aid (FAFSA) be completed for the upcoming academic year. The letter will also request disclosure of any outside scholarships that their child will be receiving for the upcoming academic year. The letter that will be sent has been drafted. While this change does not affect the Financial Aid Office’s involvement in the monitoring of outside aid, it does represent a more proactive process for monitoring outside grants/scholarships on the part of the Athletics Department.

Recommendation #2
? Implement procedures that assist in the timely completion of squad lists.
Corrective Action(s)
? No action proposed, as this is currently done. The Western Athletics Conference (WAC) requires that we submit each sport’s squad list to the Conference Office prior to the first competition.

Recommendation #3
? Require that the compliance office review and authorize all financial aid awards prior to disbursement.
Corrective Action(s)
? No action proposed, as this is currently done. Athletics aid awards and books are not disbursed until the Assistant Athletics Director for Compliance approves the awards.

4. Rules Education
Recommendation #1
? Have the FAR meet with each team to inform the student-athletes of the various responsibilities he has with the athletics department and his roles with student-athletes (e.g., annual team compliance meetings at the FAR’s discretion and/or occasional team meals at the FAR’s home).
Corrective Action(s)
? As a result of the self-study, the FAR and his role in SJSU’s compliance efforts will be introduced to all sports teams at individual team compliance meetings at the beginning of each academic year.

Recommendation #2
? Hold all student-athletes responsible for knowing NCAA and WAC policies and procedures contained in the student-athlete handbook.
Corrective Action(s)
? No action proposed, as this is currently done. Student-athletes must sign a Code of Conduct at student-athlete orientation, which is held at the beginning of each academic year, affirming that they are aware of the policies and procedures set forth in the student-athlete handbook, which includes NCAA rules and WAC policies.

Recommendation #3
? Annually evaluate the effectiveness of the rules education program periodically evaluated.
Corrective Action(s)
? The rules education program has been significantly enhanced with the hiring of the current Assistant AD for Compliance in September 2009. Coaches are now required to attend monthly compliance education sessions during which various NCAA rules topics (i.e., boosters, transfers, eligibility, gambling) are covered. Staff is educated
three times a year, once in July/August as to rules specific to their particular area, and once each semester on a relevant NCAA rules topic.

As a result of the self-study, the Compliance Office will ask that coaches and staff complete a survey of the effectiveness of the rules education program on an annual basis beginning at the conclusion of the 2010-11 academic year.

Currently, student-athletes are asked about the effectiveness of NCAA rules education as part of the exit interview process.

5. Procedures for Investigating and Reporting NCAA Violations
No Recommendations.

6. Academic Support Services for Student-Athletes
Recommendation #1
? Hire an academic advisor who specializes in NCAA eligibility regulations.
Corrective Action(s)
? Spartan Athlete Academic Services (SAAS) is currently staffed with three full-time academic advisors, all of whom are well versed in NCAA eligibility rules. The Associate Athletics Director for Student Services/SWA oversees the SAAS, and she also possesses a strong understanding of the application of NCAA eligibility rules.

Recommendation #2
? Have student-athletes register after seeking advisement from the SAAS and their departmental degree advisor.
Corrective Action(s)
? Student-athletes are currently encouraged to seek advisement from their departmental degree advisor and their SAAS advisor before registering for classes. Priority registration ensures student-athletes are enrolled in classes necessary for meeting NCAA eligibility requirements.

Recommendation #3
? Ensure that all student-athlete academic advisors are required to attend the NCAA Compliance Regional Seminar and/or the National Association for Athletics Academic Advisors (N4A) meetings.
Corrective Action(s)
? As a result of this self-study, the University will ensure that all SAAS advisors attend either Regional Rules or N4A annually beginning with the 2010-11 academic year.

Recommendation #4
? Conduct weekly meetings with coaches and student-athletes to review academic issues during the academic year.
Corrective Action(s)
? Currently, the SAAS advisors provide coaches with weekly academic progress reports on at-risk student-athletes.

7. Certification of Initial Eligibility
Recommendation #1
? Continue to remind coaches to inform prospective student athletes of the clearinghouse (now the Eligibility Center) process early on in their recruiting process for SJSU and set institutional deadlines for IRL (Institutional Request List) to be able to minimize the delay in certification problems often experienced with the clearinghouse (now the Eligibility Center).
Corrective Action(s)
? Beginning in the spring 2010 semester, the Compliance Office provided all coaching staff with weekly Eligibility Center (EC) Reports via e-mail. As a result, coaches are notified weekly of which prospects are active on their IRL.
? With new NCAA legislation requiring prospects be placed on an institution’s IRL prior to taking an official visit and/or being offered athletics aid, the EC certification process has been significantly streamlined.

Recommendation #2
? Require that SJSU perform preliminary academic evaluations of prospective student-athletes before providing prospective student-athletes with official visits; and
Corrective Action(s)
? Beginning in the Fall 2009 semester, preliminary evaluations are conducted upon request by a coach for all student-athletes taking official visits. Prospects are not offered athletics aid unless a preliminary evaluation is performed.

Recommendation #3
? Evaluate monitoring systems to ensure that student-athletes do not continue to practice beyond the 14 and 45 days temporary certification period.
Corrective Action(s)
? With the adoption and implementation of the new eligibility certification policy in fall 2009, the 14 and 45 day temporary certification periods are more clearly defined and presented (i.e., an end date is provided and Rosters are updated to reflect the end of the period or a change in status of the student-athlete) to the coaching staffs and monitoring has been enhanced as a result.

8. Certification of Continuing and Transfer Eligibility
Recommendation #1
? Ensure student-athletes have the opportunity to monitor their own academic degree plan;
Corrective Action(s)
? In the fall 2009 semester, SAAS implemented pre-advising workshops presented by advisors at the beginning of each term during which NCAA eligibility rules and SJSU academic requirements are presented. Student-athletes are encouraged to monitor their own degree plans and taught how to do so during these meetings.
Recommendation #2
? Have the president officially approve the procedures for certifying the eligibility of student-athletes.
Corrective Action(s)
? During the fall 2009 semester, the Associate Athletics Director for Student Services, the Assistant Athletics Director for Academics and the Assistant Athletics Director for Compliance wrote an eligibility certification policy. The policy went through a trial run in spring 2010 and was approved by the University President in fall 2010. The policy was in full effect during the 2010-11 academic year.
Recommendation #3
? Evaluate the current process of evaluating official and/or unofficial academic transcripts.
Corrective Action(s)
? The transcript evaluation policy was revised and presented to coaches in Fall 2010.
Recommendation #4
? Ensure the preliminary evaluation of an academic transcript is done by the Registrar's Office.
Corrective Action(s)
? The Assistant Athletics Director for Academics has a close working relationship with the Registrar's Office, and she consults with them as needed when evaluating transcripts for SJSU admissions.
Recommendation #5
? Eliminate last minute certifications (i.e., day prior to completion date).
Corrective Action(s)
? With the adoption and implementation of the new eligibility certification policy in fall 2010, 90% of student-athletes were certified at least a week prior to their sport's first competition. Any last minute certifications were a result of pending final transcripts, grade changes or Eligibility Center certification issues, all issues that are typically to some extent.

9. Complimentary Ticket Procedures
No Recommendations.

10. Camps and Clinics
Recommendation #1
? Monitor recruiting activity of prospective student-athletes who are attending camps and clinics and being recruited by the university.
Corrective Action(s)
? As a result of this self-study, the Compliance Office will require all sports to identify prospects attending camps and clinics that are being recruited by SJSU beginning Summer 2011.

11. Student-Athlete Employment
No Recommendations.

12. Extra Benefits
No Recommendations.

13. Playing and Practice Seasons
Recommendation #1
? Establish procedures for monitoring summer workout activities and according to each individual sport in NCAA Bylaw 17.
Corrective Action(s)
? Currently, prospects working out in the summer prior to initial full time enrollment are not permitted to do so until Compliance Office approval is received.
As a result of this self-study, the Compliance Office will require the strength and conditioning coaches to submit weight room sign-in sheets to the Compliance Office beginning summer 2011.

16. Submit a copy of the report from the institution's most recent rules compliance evaluation. [Please use the file upload link contained within this question to submit a copy of the institution's most recent rules compliance evaluation.]

The most recent rules compliance evaluation for SJSU was completed by WAC in April 2008. The evaluation is attached.

List of attachments

1. WAC 2008 Compliance Review Oper Pr 1.2 no 16-1.pdf

17. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 1.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

All plans for improvement developed during the self-study process for Operating Principle 1.2 set forth in question #3 were reviewed with the NCAA Governance and Commitment to Rules Compliance Subcommittee. The Subcommittee discussed the plans and provided feedback and suggestions for implementation. The Assistant Athletics Director for Compliance will present the all plans for improvement to the Athletics Board during the Spring 2011 semester.
<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence of review of Academic Performance Program (APP) during external rules compliance evaluation.</td>
<td>Ensure that current APP includes all elements subject to review.</td>
<td>Include an evaluation of APP as part of external rules evaluations.</td>
<td>Academic Eligibility Specialist, Associate Athletic Director for Student Services/SA and Associate Athletic Director for Compliance.</td>
<td>Prior to next external rules compliance evaluation in August 2012.</td>
</tr>
<tr>
<td>Absence of review of Amateurism during external rules compliance evaluation.</td>
<td>Ensure that current amateurism certification includes all elements subject to review.</td>
<td>Include an evaluation of amateur certification as part of external rules evaluations.</td>
<td>Associate Athletic Director for Compliance.</td>
<td>Prior to next external rules compliance evaluation in August 2012.</td>
</tr>
<tr>
<td>Absence of review of Commitment of personnel to rules compliance during external rules compliance evaluation.</td>
<td>Review position descriptions of all individuals with rules compliance responsibility include adherence to rules compliance as a responsibility.</td>
<td>? Revise position descriptions of all individuals, both external and internal, to the Athletic Department to include adherence to rules compliance as a responsibility.</td>
<td>Senior Associate Athletic Director/COO and Associate Vice President for Human Resources.</td>
<td>Prior to next external rules compliance evaluation in August 2012.</td>
</tr>
<tr>
<td>Statement regarding NCAA rules compliance included in contracts or letters of appointments, and job descriptions.</td>
<td>Review and/or revise job descriptions to include NCAA rules and compliance for specific job duties performed.</td>
<td>Work with the Human Resources Office and appropriate manager to review and/or revise letters of appointments and job descriptions to include NCAA requirements.</td>
<td>Human Resources Workforce Planning Specialist; Director of Compliance - Athletic Office; Director/Manager of Departments (Records, Admissions, Financial Aid.</td>
<td>Initial meetings held in July 2011 with Director of Compliance and Department Manager. Updated job descriptions are submitted to Human Resources for approval in August 2011. Revised job descriptions are provided to Staff for discussion in September 2011. Persuant to collective bargaining agreements, Staff are given seven day notice prior to effective date. Full Implementation by December 2011.</td>
</tr>
</tbody>
</table>
### Governance and Commitment to Rules Compliance

<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>Measurable Goals</td>
</tr>
<tr>
<td></td>
<td>Review of job standards met during performance evaluation period.</td>
</tr>
<tr>
<td></td>
<td>Inclusion of NCAA rules compliance as an essential job duty and responsibility of goals met for the evaluation period.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion with appropriate Athletics Personnel to determine whether NCAA rules and regulations were met.</td>
<td>Departmental Manager/Evaluator.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPP performance evaluations are completed annually in July. Begin process in July 2011 with completion in July 2012.</td>
</tr>
<tr>
<td>Staff performance reviews are completed annually in April or, on the anniversary hire date dependent upon established collective bargaining timelines. Begin process with next annual performance review with expected full implementation by July 2012.</td>
</tr>
</tbody>
</table>
Operating Principle

2.1 Academic Standards.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). For each condition, provide:
   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted as by the committee.

1. Condition

   There were no "conditions for certification" imposed by the committee in its Cycle 2 Certification decision related to operating Principle 2.1 (Academic Standards).

   Action

   There were no "conditions for certification" imposed by the committee in its Cycle 2 Certification decision related to operating Principle 2.1 (Academic Standards).

   Action Date

   There were no "conditions for certification" imposed by the committee in its Cycle 2 Certification decision related to operating Principle 2.1 (Academic Standards).

   Explanation for partial or non-completion

   There were no "conditions for certification" imposed by the committee in its Cycle 2 Certification decision related to operating Principle 2.1 (Academic Standards).

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.1 (Academic Standards). For each issue identified, provide:

   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.
If the institution developed a plan for improvement for Operating Principle 1.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.
- The institution has had personnel changes since the original development of the plan.
- The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) or taken different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.

1. Original Plan

There were no plans for improvement and no issues identified relating Operating Principle 2.1 during Cycle 2 certification.

Action

There were no plans for improvement and no issues identified relating Operating Principle 2.1 during Cycle 2 certification.

Action Date

There were no plans for improvement and no issues identified relating Operating Principle 2.1 during Cycle 2 certification.

Explanation for partial or non-completion

There were no plans for improvement and no issues identified relating Operating Principle 2.1 during Cycle 2 certification.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.1 (Academic Standards), including any plans or recommendations developed through the institution's involvement in the APP Data Review process, if applicable. For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s); and
c. The date(s) the step(s) was completed.

Since the Cycle 2 certification decision was rendered, several plans for improvement have been developed by the university as a result of the NCAA Division I Academic performance Program (APP) Data Review process.

San Jose State’s 2008 APR report, which contained data for the 2006-2007 academic year, included six teams under the historical penalty benchmark (900) and one team under the contemporaneous penalty benchmark (925):

2008 APR Plans for Improvement
- Baseball (864)
- Men's Basketball (886)
- Men's Cross Country (837)
- Football (865)
San Jose State's 2009 APR report, which contained data for the 2007-2008 academic year, included two teams under the historical penalty benchmark (900), and three teams under the contemporaneous penalty benchmark (925):

2009 APR Plans for Improvement
? Football (837)
? Men's Soccer (877)
? Baseball (905)
? Men's Basketball (902)
? Women's Basketball (912)

San Jose State's 2010 APR report, which contained data for the 2008--2009 academic year, included three teams under the historical penalty benchmark (900), and no teams under the contemporaneous penalty benchmark (925):

2010 APR Plans for Improvement
? Men's Basketball (909)
? Football (910)
? Women's Basketball (913)

Goals, steps taken to achieve the goals, and the dates steps were completed for each team's plan for improvement are consolidated by year and provided below. The goals have been accomplished, and have become part of the ongoing policies and procedures with regard to academic integrity within SJSU Athletics. Therefore, part d (An explanation for any partial or non-completion of the original goal(s)and/or step(s) to achieve) is not necessary.

Note: The most important aspect of SJSU's APR improvement plans is that steady improvement in APR scores has been demonstrated over the past several years. The NCAA recognized SJSU's plans for improvement, and the resulting positive APR progress, by including our FAR and Assistant AD for Academics as presenters on the topic at the 2009 NCAA National Convention.

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Basketball
Men's Soccer
Women's Basketball
a. The original goal(s)
Reduce # of special admits recruited
b. The step(s) taken to achieve the goal(s)
Review special admit requests and track performance. Use prior success or lack thereof as factor in # allowed
c. The date step was completed
'07-'08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Basketball
Men's Cross Country
Men's Golf
Men's Soccer
Women's Basketball
a. The original goal (s)
Reduce # of grades below "C"
b. The step(s) taken to achieve the goal(s)
Increased required study hours for those below 2.3
c. The date step was completed
'07-'08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Basketball
Men's Cross Country
Men's Golf
Women's Basketball
a. The original goal (s)
Increase the number of SAs who complete their degree within 5 years
b. The step(s) taken to achieve the goal(s)
Exhausted SAs meet with Assistant AD for Academics for progress monitoring. Advisors include graduation within 5 years as part of regular evaluation
c. The date step was completed
'07-'08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Baseball
a. The original goal (s)
Reduce the number of athletes who transfer
b. The step(s) taken to achieve the goal(s)
Coaches recruit fewer out-of-state SAs
c. The date step was completed
'07-'08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Baseball
a. The original goal (s)
Reduce the number of transfers to 3rd year 2 year college transfers
b. The step(s) taken to achieve the goal(s)
Add Academic recommendation on NLI approval form
c. The date step was completed
'07-'08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Baseball
a. The original goal (s)
Reduce the number of athletes who transfer
b. The step(s) taken to achieve the goal(s)
Coaches recruit fewer out-of-state SAs
c. The date step was completed
'07-'08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Football
Men's Cross Country
Men's Golf
Men's Soccer
Women's Basketball
a. The original goal (s)
Increase the number of SAs who complete their degree
b. The step(s) taken to achieve the goal(s)
Assist Academic monitors exhausted SAs
c. The date step was completed
'07-'08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Football
Men's Cross Country
a. The original goal (s)
Reduce missed class time
b. The step(s) taken to achieve the goal(s)
Check class attendance regularly
c. The date step was completed
'07-'08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Football
Men's Basketball
Men's Cross Country
Men's Golf
Men's Soccer
a. The original goal (s)
Improve organization and note-taking skills
b. The step(s) taken to achieve the goal(s)
Coaches monitor Operation Graduation program on a weekly basis
  c. The date step was completed
    2007-08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Cross Country
Men's Golf
Men's Soccer
Women's Basketball
  a. The original goal(s)
  Decrease # of SAs who don't complete remediation
  b. The step(s) taken to achieve the goal(s)
    Increase tutoring resources
    Make remedial tutoring mandatory
  c. The date step was completed
    2007-08 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
  a. The original goal(s)
  Maintain low % of special admits
  b. The step(s) taken to achieve the goal(s)
    Review special admit requests and track performance. Use prior success or lack thereof as factor in # allowed
  c. The date step was completed
    2008-09 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
  a. The original goal(s)
  Reduce # of grades below "C"
  b. The step(s) taken to achieve the goal(s)
    Move to scheduled study time for these teams, and increased monitoring by members of coaching staffs
  c. The date step was completed
    2008-09 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
  a. The original goal(s)
  Reduce # of SAs who don't complete degree within 5 years
  b. The step(s) taken to achieve the goal(s)
    Athletic Advising institutes 4-year graduation plans for SAs (2-year for transfers).
  c. The date step was completed
    2008-09 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
  a. The original goal(s)
  Reduce the # of athletes who don't graduate their last term of eligibility
  b. The step(s) taken to achieve the goal(s)
    Athletic Advising institutes 4-year graduation plans for SAs (2-year for transfers).
  c. The date step was completed
    2008-09 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
  a. The original goal(s)
  Increase # of SAs who take advantage of priority registration
b. The step(s) taken to achieve the goal(s)
Institute a registration training program as part of a Pre-Advising workshop by Athletic Advisors.
Submit a <12 report to each head coach the day after priority registration.
Give Spartan Cup bonus points to teams fully enrolled on the 1st day of priority registration.
c. The date step was completed
'09-'10 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Institute a prospective SA transcript evaluation process as part of the recruiting process
b. The step(s) taken to achieve the goal(s)
Create form for initial and transfer eligibility evaluation which includes SJSU admissibility as well as NCAA eligibility standards.c. The date step was completed
'08-'09 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Create and implement a class attendance policy with an effective penalty structure
b. The step(s) taken to achieve the goal(s)
Write the policy and include it on the SJSU GIA form.
c. The date step was completed
Fall 2009

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Decrease # of SAs who don't complete remediation
b. The step(s) taken to achieve the goal(s)
Increase tutoring attendance from 50% to 80%
c. The date step was completed
'08-'09 and ongoing

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Maintain low % of special admits
b. The step(s) taken to achieve the goal(s)
Review special admit requests and track performance. Use prior success or lack thereof as factor in # allowed
c. The date step was completed
'09-'10 and ongoing

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Reduce # of grades below "C"
b. The step(s) taken to achieve the goal(s)
Establish weekly academic meetings with Peer Tutors for all newcomers and continuing "at-risk" SAs
c. The date step was completed
'08-'09 and ongoing

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Reduce # of SAs who don't complete degree within 5 years
b. The step(s) taken to achieve the goal(s)
Athletic Advising institutes 4-year graduation plans for SAs (2-year for transfers)
c. The date step was completed
'08-'09 and ongoing

2010 SJSU APR Improvement Plan - Sport
Football
a. The original goal(s)
Reduce the # of athletes who don't graduate their last term of eligibility
b. The step(s) taken to achieve the goal(s)
Athletic Advising institutes 4-year graduation plans for SAs (2-year for transfers)
c. The date step was completed
'08-'09 and ongoing

2010 SJSU APR Improvement Plan - Sport
Football
a. The original goal(s)
Increase # of SAs who take advantage of priority registration
b. The step(s) taken to achieve the goal(s)
Institute a registration training program as part of a Pre-Advising workshop by Athletic Advisors.
Submit a <12 report to each head coach the day after priority registration.
Give Spartan Cup bonus points to teams fully enrolled on the 1st day of priority registration.
c. The date step was completed
'09-'10 and ongoing

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Institute a prospective SA transcript evaluation process as part of the recruiting process
b. The step(s) taken to achieve the goal(s)
Create form for initial and transfer eligibility evaluation which includes SJSU admissibility as well as NCAA eligibility standards.
c. The date step was completed
'08-'09 and ongoing

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Create and implement a class attendance policy with an effective penalty structure
b. The step(s) taken to achieve the goal(s)
Write the policy into the Grant-In-Aid
c. The date step was completed
Fall 2009

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Decrease # of SAs who don't complete remediation
b. The step(s) taken to achieve the goal(s)
Increase tutoring attendance from 50% to 80%
c. The date step was completed
?08-'09 and ongoing
4. Describe the process by which student-athletes are admitted to the institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students in general? Be specific and give careful attention to key decision points (e.g., second-level or subsequent review process, appeals procedure) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the department of athletics plays (if any) in the admissions process for student-athletes.

Student-athletes must be governed by the institutional admissions policies that apply to all students.

Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.

Auto-Admit Process

All applicants (including student-athletes) are processed through the auto-admit evaluation process for admission. Once this process has occurred, those applicants who submitted information on a self-reported application will be "auto admitted" and are notified that they have been provisionally admitted based on self-reported data. The admitted applicants are informed of the process to maintain enrollment, intent to enroll process and maintaining their eligibility. Those applicants who do not meet the "auto-admit" standards will be denied admission at this point and given the opportunity to appeal their denial of admission.

Admission Verification

The NCAA and Special Session Lead Evaluator evaluates all student-athletes' official transcripts (once received) for final verification of their self-reported application. The Lead verifies that each student-athlete has satisfied all UC A-G requirements, is meets the eligibility index, and shows proof of high school graduation. This process parallels the process for ALL students applying to the institution. All student-athletes who meet admissions requirements will be moved from "auto-admit" to "final verified status." If a student-athlete does not meet all of the admissions requirements then they are denied admission with an opportunity to appeal. If they choose to appeal their admissions status, they are required to submit two letters of recommendation from academic individuals (not athletic coaches) and a personal statement. All appeals are forwarded to the Admissions Exception Committee for review. Student-athletes are categorized with the institution's "special talents" group. All applicants denied for admissions within the "special talents" group have the opportunity to appeal this decision and seek review from the Admissions Exception Committee. This committee consists of the Lead Evaluator, Director of Admissions and Outreach, Counselor from Disability Resource Center and Director of Academic Advising and Retention Services.

5. Describe the process by which students who do not meet the institution's standard or normal entrance requirements may be admitted, and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures that may be used when students are not automatically admitted because they do not meet the institution's published entrance requirements.

Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.

Academic standards and policies for student-athletes must be consistent with the standards for the student body in general, conference or NCAA standards, whichever are higher.

Student-Athlete Tracking of Admissions

All student-athletes have been previously tracked by the Assistant Athletic Director for Academics. This individual would obtain information from all coaches on their recruiting class for each semester. The Assistant Athletic Director for Academics provided full names and student IDs to the Lead Admissions Evaluator to begin tracking admission status for each student-athlete. Updates were performed regarding application status, transcripts received, and any
outstanding documents needed or processes to complete. The Assistant Athletic Director for Academics would then inform all coaches regarding their particular student-athletes and their status within the admissions process. All communication to coaches was performed by the Assistant Athletic Director for Academics. This individual acted as the liaison between the institutions admissions department and athletics.

6. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item No. 5 and the percentage of first-year students in general (including student-athletes) who were so admitted. Provide these comparative data for the four most recent academic years.

*Special Admissions chart.*

*Special Admissions by sport group chart.*

During the first year of data compiled (2006-2007), the percentage of first-year student-athletes receiving athletics aid who were admitted through special admission provisions was 1.6% higher than the percentage of first-year students in general who were so admitted. That same year, the Department of Intercollegiate Athletics implemented a plan to monitor and limit the number of special admits into its programs as part of its APR improvement efforts. As a result, the percentage of first-year student-athletes receiving athletics aid who were admitted through special admission provisions was 3.2% lower (2007-2008) and .9% lower (2008-2009) than the percentage of first-year students in general who were so admitted for the following two years.

For 2009-2010, the difference between the first-year student-athlete special admit population and the first-year students in general who were so admitted was 8.2%. However, this difference can be attributed to the institution adopting a new admissions policy. Beginning with the 2009-2010 academic year, SJSU declared Impaction and eliminated the special admissions process altogether. At that point, the special admissions committees were disbanded as the new policy eliminated the possibility of any student who did not meet the admissions standards to be specially considered. The only exceptions to the new admissions standard were (and currently are) to accommodate the "special talents" needs of various university programs such as athletics, music, drama and art. The 5.6% drop in the general student population of special admits is indicative of this change in policy. Additionally, the 3.4% increase for the student-athlete population can be attributed to the more rigidly held admissions requirements beginning in 2009-2010. Several first-year student-athletes who were classified as special admits during the 2009-2010 admissions cycle would not have been so classified in years prior.
7. Compare and explain any differences in the admissions profiles of student-athletes who received athletics aid with the profiles of students in general by submitting the following information for the four most recent academic years: average standardized test scores for first-year student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups) and for all entering first-year students (by gender and by racial or ethnic group).

If any of the institution's sports teams had student-athletes certified through the pilot early academic certification program from August 1, 2007, through July 31, 2008, provide an explanation regarding how the inclusion of these average core-course grade-point averages affects the data provided.

*Test scores by gender chart.*

*Test scores by racial and ethnic group chart.*

*Test scores and grade-point average by sport chart.*

The institution must analyze and explain any differences between the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup (i.e., sport, gender, ethnicity, transfers), and the academic profile of other student-athletes and comparable student-body groups or subgroups.

With regard to gender, the admissions profiles of student-athletes who received athletics aid (as demonstrated by standardized test scores) compared to the admissions profiles of students in general over the past four years do not indicate any extreme differences. In each of the four years of data, the female student-athlete cohort demonstrated a higher SAT average than the general female student population. In 2008-2009, the male student-athlete cohort also averaged a higher SAT than the general male student population. While the other three years of data (2006-2007, 2007-2008, 2009-2010) indicate that male student-athletes' average SAT scores were below those of the general male population, those scores (931 being the lowest) were not below that of the regular admissions requirement of the university.

Further, there are as many examples of ethnicity and sport student-athlete SAT averages well above the corresponding general student SAT averages as there are below. Of particular note is that during the latest year of data, the student-athlete ethnicity breakdown (aside from the white category) indicates a higher SAT average for incoming student-athletes than that of the general incoming student population. While a few sports (i.e. women's and men's basketball) demonstrate an incoming SAT score lower than that of the general population, those anomalies can typically be attributed to the random distribution of scores over time. With the typical number of students included in the mean SAT for student-athletes being 10 or under, it is statistically expected to have fluctuations above and below the average of the general student population. What is most significant with regard to student-athlete incoming SAT scores is that no sub-category (gender, ethnicity, racial or ethnic group), with the exception of men's basketball (only 4 newcomers), exhibited an incoming SAT score below 950 in the most recent year of data.

8. Describe the institution's specific academic support programs [e.g., Facilitating Learning and Achieving Graduation program (FLAG)] to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item No. 5.

*The institution must develop specific academic support programs to address the unique needs of student-athletes with entering academic profiles lower than those of the general student body.*

All newcomer student-athletes (freshman and transfer) are placed into academic support services regardless of their status as a regular or special admit. These services are which are provided by members of the Student-Athlete Success Services (SASS) staff. Each student-athlete is assigned 6-10 hours of required study hall per week. The
actual number of required hours is based on the incoming academic record of the student as well as the discretion of both the SASS staff and the coaching staff. Further, student-athletes in remedial math and/or English are required to attend 2 hours per week of tutoring (per remedial class). This tutoring counts towards the study hall requirement.

In addition to study hall requirements, all newcomer student-athletes meet with an assigned member of the SASS staff (Advisor, Learning Specialist, or Peer Advisor) at least once per week. Those student-athletes whose incoming academic records indicate a potential academic risk are assigned to meet with a SASS Learning Specialist. During the weekly academic meetings, newcomer student-athletes provide information to the SASS staff member regarding the past week's academic results and upcoming assignments and tests. A weekly academic report for each student-athlete is submitted to the appropriate coach every Friday of the academic term.

Newcomer student-athletes also take the Clifton StrengthsFinder Assessment at the beginning of the semester. StrengthsFinder is a 30-minute online assessment aimed at helping people discover and maximize their unique talents. Student-Athletes then apply their top 5 strengths to a series of study skills and life skills self-assessments administered to them during their weekly academic meetings. The self-assessment topics include:

- StrengthsFinder
- Foundations of Success
- Academic Self-Confidence
- Multiple Intelligences and Learning Styles
- Memory and Concentration
- Taking Notes and Being Prepared
- Taking Tests
- Goal Setting
- Self-Responsibility
- Time Management
- Motivation and Change
- Diversity and Communication
- Health and Performance
- Stress and Coping

As part of the self-assessment discussions between student-athlete and advisor, campus resources and study strategies pertaining to the weekly topic are covered.

Additionally, in accordance with bylaw 17.9.2.2, SJSU Student-Athlete Success Services conducts six hours of academic orientation for newcomer football student-athletes during the summer bridge program prior to the fall term of first time enrollment at the university. Topics include those listed above as well as:

- Differences between high school and college
- Eligibility and Graduation requirements
- How to be a successful student
- Using athletic strengths to achieve classroom success
- Campus resources
- Communicating with professors
9. For the four most recent academic years, assess and evaluate data regarding acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g. at-risk, education-impacting disability)] and those student-athletes admitted through any of the processes described in Self-Study Item No 5. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

If the institution does not employ a special, or alternate, admissions process, the institution must assess and evaluate acclimation, retention and the academic success of student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

The institution must assess, evaluate and if necessary, develop plans for improvement to ensure acclimation, retention and academic success for student-athletes with special academic needs and student-athletes who are admitted through the institution's special admissions process. If an institution does not employ a special admissions process, assessment, evaluation and if necessary, plans for improvement must be completed for student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution.

Data available for those student-athletes admitted to SJSU as special admits over the last four years is displayed in the charts below. Evaluation is challenging since the university declared impaction in the spring of 2009. This change in the university's admissions standing resulted in the elimination of special admits to SJSU. Therefore, as a result of impaction, the AAFAC and EAC special admission committees became obsolete. The 2006-2007, 2007-2008, 2008-2009 number of student-athletes evaluated for this question reflects those admitted through one of the two special admission committees as well as additional athletic admission tags. In 2009-2010, the number of student-athletes represents those admitted through the use of a special talents tag granted to the department of athletics (and other special programs such as Music) in order to accommodate the need for special admits.

Note: Athletics tag tracking over the past six years is provided at the end of this answer to show the efforts of athletics to limit tags as part of APR Improvement Plans for several sports.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Students</th>
<th>Average GPA After 1st Year</th>
<th># Retained After 1st Year</th>
<th>Graduated or Still in School Sp’11</th>
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</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>50</td>
<td>2.610</td>
<td>37 (74.0%)</td>
<td>22 (44.0%)</td>
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<tr>
<td>2007-2008</td>
<td>33</td>
<td>2.438</td>
<td>21 (63.6%)</td>
<td>19 (57.6%)</td>
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</table>
Academic Year
2008-2009
# of Students
26
Average GPA After 1st Year
2.589
# Retained After 1st Year
24 (92.3%)
Graduated or Still in School Sp’11
20 (82.4%)

Academic Year
2009-2010
# of Students
26
Average GPA After 1st Year
2.495
# Retained After 1st Year
24 (92.3%)
Graduated or Still in School Sp’11
21 (80.8%)

The average GPA for special admits after their first year of enrollment is rather random for each of the four years evaluated. However, ranging from 2.438 to 2.610, the average GPA for each year is well above the minimal eligibility and SJSU good standing standard of 2.0.

The retention rates for special admits after 1 year, as well as through spring 2011, are both higher in the two most recent years. This can be attributed to the focus on APR Improvement Plans which have included special admit limitations (chart provided below). Additionally, there has been a shift in Student-Athlete Success Services philosophy (begun two years ago) from advising to meet NCAA eligibility to advising to graduate in four years. This has likely contributed to the higher persistence of special admits. Details of this philosophy are described in operating principle 2.2 question #4 and question #6.

The addition of weekly advising meetings for all newcomers (freshmen and transfer) as well as continuing at-risk student-athletes may be another reason more special admits are persisting as eligible student-athletes. These meetings have helped at-risk student-athletes to better connect with the support system in place in Student-Athlete Success Services as well as support services throughout the university. These weekly individual meetings are conducted by a learning specialist, advisor, or peer mentor member of the SASS staff, and include a discussion of recent grades earned and upcoming assignments. Any need for additional support (tutoring, counseling, etc?) is also discussed and arranged. Further, a study skills or life skills topic is presented to at-risk student-athletes during each weekly meeting through a series of self-assessments. These topics include:

- StrengthsFinder
- Foundations of Success
- Academic Self-Confidence
- Multiple Intelligences and Learning Styles
- Memory and Concentration
- Taking Notes and Being Prepared
- Taking Tests
- Goal Setting
- Self-Responsibility
- Time Management
- Motivation and Change
- Diversity and Communication
- Health and Performance
- Stress and Coping

As part of the self-assessment discussions between student-athlete and advisor, campus resources and study strategies pertaining to the weekly topic are covered. These meetings also provide the opportunity for student-athletes to self-identify a learning disability, or to learn more about LD assessment and accommodation support services available to them through the university's Disability Resource Center.
## SJSU Special Admits Tracking - # and %
### Team - Baseball
#### 05-06 Special Admits
- 4
- '05-'06 %
- 18
#### 06-07 Special Admits
- 5
- '06-'07 #
- 31
#### 07-08 Special Admits
- 3
- '07-'08 %
- 12
#### 08-09 Special Admits
- 0
- '08-'09 %
- 0
#### 09-10 Special Admits
- 4
- '09-'10 %
- 18
#### 10-11 Special Admits
- 3
- '10-'11 %
- 14

## SJSU Special Admits Tracking - # and %
### Team - Men's Basketball
#### 05-06 Special Admits
- 3
- '05-'06 %
- 33
#### 06-07 Special Admits
- 6
- '06-'07 %
- 54
#### 07-08 Special Admits
- 1
- '07-'08 %
- 14
#### 08-09 Special Admits
- 2
- '08-'09 %
- 66
#### 09-10 Special Admits
- 4
- '09-'10 %
- 80
#### 10-11 Special Admits
- 3
- '10-'11 %
- 60

## SJSU Special Admits Tracking - # and %
### Team - Men's Cross Country
#### 05-06 Special Admits
- 1
- '05-'06 %
- 16
#### 06-07 Special Admits
- 0
- '06-'07 %
- 0
'06-'07 %
0
'07-'08 Special Admits
1
'07-'08 %
33
'08-'09 Special Admits
0
'08-'09 %
0
'09-'10 Special Admits
1
'09-'10 %
25
'10-'11 Special Admits
0
'10-'11
0

SJSU Special Admits Tracking - # and %
Team - Football
'05-'06 Special Admits
21
'05-'06 %
50
'06-'07 Special Admits
16
'06-'07 %
61
'07-'08 Special Admits
13
'07-'08 %
38
'08-'09 Special Admits
6
'08-'09 %
18
'09-'10 Special Admits
9
'09-'10 %
24
'10-'11 Special Admits
16
'10-'11 %
34

SJSU Special Admits Tracking - # and %
Team - Men's Golf
'05-'06 Special Admits
1
'05-'06 %
33
'06-'07 Special Admits
3
'06-'07 %
42
'07-'08 Special Admits
1
'07-'08 %
25
'08-'09 Special Admits
1
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SJSU Special Admits Tracking - # and %

Team - Men's Soccer

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<td>'10-'11</td>
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SJSU Special Admits Tracking - # and %

Team - Women's Basketball

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SJSU Special Admits Tracking - # and %
Team - Women's Cross Country

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<tr>
<th>Year</th>
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<tr>
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SJSU Special Admits Tracking - # and %
Team - Women's Golf

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
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<tr>
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<tr>
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SJSU Special Admits Tracking - # and %
Team - Women's Gymnastics

<table>
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<tr>
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<tbody>
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## Academic Integrity

<table>
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SJSU Special Admits Tracking - # and %

### Team - Women's Soccer

<table>
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<tr>
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SJSU Special Admits Tracking - # and %

### Team - Softball

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<td>Year</td>
<td>Admission #</td>
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**SJSU Special Admits Tracking - # and %**

**Team: Swimming and Diving**

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<tr>
<th>Year</th>
<th>Admission #</th>
<th>Percentage</th>
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**SJSU Special Admits Tracking - # and %**

**Team: Women's Tennis**

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<tr>
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</table>
SJSU Special Admits Tracking - # and %
Team - Women's Volleyball
'05-'06 Special Admits
0
'05-'06 %
0
'06-'07 Special Admits
3
'06-'07 %
100
'07-'08 Special Admits
1
'07-'08 %
20
'08-'09 Special Admits
0
'08-'09 %
0
'09-'10 Special Admits
2
'09-'10 %
22
'10-'11 Special Admits
1
'10-'11 %
25

SJSU Special Admits Tracking - # and %
Team - Women's Water Polo
'05-'06 Special Admits
3
'05-'06 %
27
'06-'07 Special Admits
0
'06-'07 %
0
'07-'08 Special Admits
2
'07-'08 %
15
'08-'09 Special Admits
1
'08-'09 %
6
'09-'10 Special Admits
1
'09-'10 %
16
'10-'11 Special Admits
0
'10-'11 %
0

SJSU Special Admits Tracking - # and %
Team - All Student-Athletes
10. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of initial eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.

The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.

Reporting to the Associate AD for Student Services/Director of Student-Athlete Success Services (Liz Jarnigan), the Academic Eligibility Coordinator (Sandi Smith) has ultimate responsibility for the academic certification of all student-athletes. She prepares the SJSU Eligibility List which addresses the eligibility requirements for each student-athlete on a specific sport roster. With regard to initial eligibility, the Associate AD for Compliance (Lynn Meade) is the main Eligibility Center contact, gathering all pertinent information to ascertain the eligibility status of first time freshmen. The Academic Eligibility Coordinator and Associate AD for Compliance meet prior to an Eligibility Summit to go over the initial eligibility status of all new freshmen on each roster. The Academic Eligibility Coordinator then prepares an eligibility tri-folder for each newcomer to the roster. The tri-folder will be used to organize certification documentation for each student-athlete as she/he moves on as a continuing student-athlete each semester.

The Academic Eligibility Coordinator conducts an Eligibility Summit with the Associate AD for Compliance (Lynn Meade), Associate AD for Student Services/Director of Student-Athlete Success Services (Liz Jarnigan), Athletic Academic Advisors (Drew Agbay, Gina Archimede, and TBA), and FAR (Bill Campsey) to discuss eligibility status, and to gather appropriate documentation in support of the academic eligibility of the student-athletes on each roster. This summit occurs at least two weeks prior to the first date of competition each semester. During the summit, all eligibility documentation and information is presented and discussed for each student-athlete, allowing for a checks-and-balances system to exist between the Academic Eligibility Coordinator, FAR, compliance, and advisors.

The SJSU Eligibility List is then signed by the Associate AD for Compliance, the sport's Athletic Academic Advisor, the FAR and the Academic Eligibility Coordinator indicating that all have met, discussed and agreed upon the eligibility information for each student-athlete on the list.
Finally, the Associate AD for Compliance prepares an Eligibility Roster for distribution to each coach, along with training, equipment, advising and administrative personnel associated with each particular sport. The roster indicates those student-athletes who are eligible for practice and completion, for practice only, as well as those student-athletes who are not eligible.

Note: A list of SJSU certification of eligibility documents along with roles and responsibilities of those involved in the certification of eligibility process are provided below, and apply to the certification of initial, transfer and continuing eligibility. This list will not be repeated in the following two questions (#11 and #12) regarding transfer and continuing eligibility, but will be referred to in each response.

Certification Documents
? NCAA Eligibility Certification Roster
? San Jose State University Eligibility List

Supporting Documents and Tools
? Pre-Season Roster
? Certification Timeline
? Change of Status Form
? New Student-Athlete Roster
? NCAA Division I Manual
? NCAA Division I Transfer Guide
? Student-Athlete Academic Eligibility Folder
  o Transcripts (SJSU and all other schools attended)
  o SJSU Course Catalog
  o NCAA Eligibility Certification Advising Worksheet
  o GE Checklist
  o Major (and) Minor Forms (unofficial)
  o Graduation Worksheet (once the student-athlete has reached 90 units).
  o Pertinent verification correspondence from campus advisors/chairs/officials.

? Filemaker NCAA Satisfactory Progress Worksheet
  o Satisfactory Progress page
  o GE Checklist page

Roles/Responsibilities

? Academic Eligibility Coordinator
The Academic Eligibility Coordinator works with the Athletic Academic Advisors to ensure that student-athletes are properly enrolled, progressing toward a degree, and meeting NCAA eligibility requirements. He/she has lead responsibility in the documentation, verification, and submission of SJSU’s certification of NCAA athletic eligibility. He/she also tracks APR data and is responsible for in-house APR projections. In so doing, he/she is knowledgeable in the eligibility status of individual student-athletes. His/her signature on the San Jose State University Eligibility List (along with that of the Athletic Academic Advisor) provides verification of eligibility in a “checks and balances” system.

Additionally, the Academic Eligibility Coordinator is the SJSU liaison to the NCAA regarding any Institutional Academic Improvement Plans or other directives pertaining to academics from the NCAA. He/she ensures the accuracy of SJSU's APR data and submits it to the NCAA within all required deadlines. Finally, the Academic Eligibility Coordinator creates (and strictly follows) the Certification Timeline which includes dates for Eligibility Summits, final certification, Filemaker updating, APR data submission, and GSR data submission (to be submitted by the Registrar’s Office).

? Associate Athletic Director for Compliance
The Associate AD for Compliance is the SJSU campus expert on NCAA legislation and its application in eligibility certification. He/she maintains the accuracy of team rosters and initiates the certification process in the Fall and Spring by forwarding an official request along with the Pre-Season Roster to the Academic Eligibility Coordinator and the Athletic Academic Advisors so that final certification can occur at least two weeks prior to the date of the first competition. She/he is the main Eligibility Center contact with regard to the initial eligibility of SJSU student-athletes.

When there is a question about how NCAA rules apply to a specific certification scenario, the Associate AD for Compliance provides direction to the Academic Eligibility Coordinator, Athletic Academic Advisors and other members of the eligibility team in the form of an interpretation that may cite NCAA bylaws and NCAA Interpretations. Further, the Associate AD for Compliance may also consult with the WAC office, NCAA, and NCAA
Institution Self-Study Instrument Report - San Jose State

Academic Integrity

Eligibility Center in determining certification directives.

? Associate Athletic Director for Student Services/Director of Student-Athlete Success Services
Reporting to both the Athletic Director and the Vice President for Student Academic Success Services, the
Associate AD for Student Services/Director of Student-Athlete Success Services oversees the Athletic and
Academic Affairs staff involved in the eligibility certification process. He/she ensures that the eligibility certification
policies and forms are updated when changes in NCAA legislation occur. He/she also provides direction and
guidance to all members of the eligibility certification team to ensure that the procedures are appropriately applied
and followed. Additionally, he/she is responsible for communicating to the appropriate parties any changes or
concerns pertaining to the process. The signature of the Associate AD for Student Services/Director of Student-
Athlete Success Services may be substituted for that of the Academic Eligibility Coordinator (with the FAR's
approval) on the SJSU Eligibility List and/or the NCAA Eligibility Certification Roster if the Academic Eligibility
Coordinator is unavailable.

? Faculty Athletics Representative
The FAR is the academic official who verifies that appropriate certification procedures have been followed and
proper certification requirements have been met. She/he is present at the Eligibility Summits and is an active
participant in the determination of the eligibility status of every student-athlete. Further, she/he is consulted when
necessary for SJSU policy clarification. The FAR's signature on the San Jose State University Eligibility List
completes the certification of a team's eligibility.

? Athletic Academic Advisors
The Athletic Academic Advisors track the academic status of student-athletes in order to properly advise them with
regard to graduation and NCAA eligibility requirements. Since they advise student-athletes to register with the
purpose of meeting eligibility requirements, they are the most knowledgeable professionals at SJSU regarding the
day-to-day progress toward degree status of individual student-athletes. They use the items listed under the afore-
mentioned List of Supporting Documents and Tools to calculate and verify each student-athlete's eligibility status.
Further, they communicate with faculty and advisors within specific majors (keeping pertinent explanations on file)
to ensure their calculations are accurate. Their signature on the San Jose State University Eligibility List (along with
that of the Academic Eligibility Coordinator) provides verification of eligibility.

11. Describe your institution's written policies and procedures related to the step-by-step sequence of
actions taken by particular individuals on the institution's campus to certify transfer eligibility for
student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who
are involved with the certification of transfer eligibility. In addition, provide the name(s) and title(s) of
the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.

The institution must have written step-by-step policies and procedures for the certification of initial,
transfer, and continuing eligibility.

Reporting to the Associate AD for Student Services/Director of Student-Athlete Success Services (Liz Jarnigan),
the Academic Eligibility Coordinator (Sandi Smith) has ultimate responsibility for the academic certification of all
student-athletes. She/he prepares the SJSU Eligibility List which addresses the eligibility requirements for each
student-athlete on a specific sport roster. With regard to transfer eligibility, the Academic Eligibility Coordinator
completes all initial transcript evaluations to determine both NCAA transfer eligibility status, as well as SJSU
transfer admissibility. Further, the Academic Eligibility Coordinator is the Department of Athletics' admissions liaison
responsible for obtaining data and information regarding SJSU's institutional crediting of transfer coursework. She/
he is also responsible for the timely and accurate application of transfer tracers. The Academic Eligibility
Coordinator and Associate AD for Academics/Director of Student-Athlete Success Services meet prior to an
Eligibility Summit to go over the transfer eligibility status of all transfers on each roster. The Academic Eligibility
Coordinator then prepares an eligibility tri-folder for each new transfer to the roster which contains all
documentation required to certify the transfer student-athlete's eligibility. The tri-folder will be used to organize
certification documentation for each student-athlete as she/he moves on as a continuing student-athlete each
semester.

The Academic Eligibility Coordinator conducts an Eligibility Summit with the Associate AD for Compliance (Lynn
Meade), Associate AD for Student Services/Director of Student-Athlete Success Services (Liz Jarnigan), Athletic
Academic Advisors (Drew Agbay, Gina Archimede, and TBA), and FAR (Bill Campsey) to discuss eligibility status,
and to gather appropriate documentation in support of the academic eligibility of the student-athletes on each

Date Printed Aug 15, 2011
12. Describe your institution's written policies and procedures related to the step-by-step sequence of actions taken by particular individuals on the institution’s campus to certify continuing eligibility for student-athletes. Provide the names and titles of the individual(s) inside and/or outside of athletics who are involved with the certification of continuing eligibility. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.

The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.

Reporting to the Associate AD for Student Services/Director of Student-Athlete Success Services (Liz Jarnigan), the Academic Eligibility Coordinator (Sandi Smith) has ultimate responsibility for the academic certification of all student-athletes. She/he prepares the SJSU Eligibility List which addresses the eligibility requirements for each student-athlete on a specific sport roster. With regard to continuing eligibility, the Academic Eligibility Coordinator evaluates all pertinent certification documents collected and prepared by the Athletic Academic Advisors (i.e., transcripts, advising worksheets, major forms, etc?). The Academic Eligibility Coordinator, Associate AD for Academics/Director of Student-Athlete Success Services and Athletic Academic Advisors (Drew Agbay, Gina Archimede, and TBA) meet prior to an Eligibility Summit to confer about the continuing eligibility status of all student-athletes on each roster. The Academic Eligibility Coordinator then updates the eligibility tri-folders containing all documentation required to certify eligibility for each continuing student-athlete on the roster.

The Academic Eligibility Coordinator conducts an Eligibility Summit with the Associate AD for Compliance (Lynn Meade), Associate AD for Student Services/Director of Student-Athlete Success Services (Liz Jarnigan), Athletic Academic Advisors (Drew Agbay, Gina Archimede, and TBA), and FAR (Bill Campsey) to discuss eligibility status, and to gather appropriate documentation in support of the academic eligibility of the student-athletes on each roster. This summit occurs at least two weeks prior to the first date of competition each semester. During the summit, all eligibility documentation and information is presented and discussed for each student-athlete, allowing for a checks-and-balances system to exist between the Academic Eligibility Coordinator, FAR, compliance, and advisors.

The SJSU Eligibility List is then signed by the Associate AD for Compliance, the sport's Athletic Academic Advisor, the FAR and the Academic Eligibility Coordinator indicating that all have met, discussed and agreed upon the eligibility information for each student-athlete on the list.

Finally, the Associate AD for Compliance prepares an Eligibility Roster for distribution to each coach, along with training, equipment, advising and administrative personnel associated with each particular sport. The roster indicates those student-athletes who are eligible for practice and completion, for practice only, as well as those student-athletes who are not eligible.

Note: A list of SJSU certification of eligibility documents along with roles and responsibilities of those involved in the certification of eligibility process are provided at the end of the answer to operating principle 2.1, question # 10.
13. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid and the most recent four-class average Federal Graduation Rate of all students.

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate for student-athletes and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of student-athletes as a whole and the most recent four-class average Federal Graduation Rate of students generally. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of student-athletes and the most recent four-class average Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.

According to the 2008-09 NCAA Federal Graduation Rates Report, the San Jose State University Federal Graduation Rate for student-athletes is 46%. The San Jose State University Federal Graduation Rate for all students is 41%. Since the student-athlete population demonstrates a graduation rate 5% higher than the general student population, no further explanation or plan for improvement is necessary.

14. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate for all students, including comparable student-body subgroups (i.e., gender, ethnicity).

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate for all students or comparable student-body subgroup, the institution must develop a plan for improvement to address the issue.

The institution must analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate of all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate of students generally, including comparable student body groups. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate of students generally or a comparable student body subgroup, the institution must develop a plan for improvement to address the issue.

The following charts show the SJSU student-athlete sub-group cohorts with a four-class average Federal Graduation Rate (FGR) below the SJSU all-student sub-group FGR. These charts were used to identify which sub-groups mandated FGR sub-group analysis and explanation.

The following list provides analysis and explanation of differences between the most recent four-class average FGR for those student-athlete sub-groups indicating a FGR lower than the corresponding all-student sub-group GSR.
1. Men's Cross Country American Indian (0%) compared to All SJSU American Indian Males (18%): There were no American Indian men's cross country team members in the cohort.
2. Baseball Asian (0%) compared to All SJSU Asian Males (41%): There was only one Asian male in the baseball cohort opposed to 3,684 in the All SJSU cohort. A statistical comparison is unreliable.
3. Other Men's Teams Asian (0%) compared to All SJSU Asian Males (41%): There were no Asian males in the Other Men's team cohort.
4. Men's Cross Country Hispanic/Latino (0%) compared to All SJSU Hispanic/Latino Males (41%): There were no Hispanic/Latino males in the Men's Cross Country cohort.

5. Baseball White/Non-Hispanic Males (20%) compared to All SJSU White/Non-Hispanic Males (36%): SJSU's baseball graduation and retention rates, as indicated by APR (a more current snapshot of graduation success than FGR), have drastically improved over the past six years. As the result of APR Improvement Plan implementation, the team has gone from an APR score of 830 in 2005 to 957 in 2010 (an improvement of 127 points). The corresponding projected FGR for the 2009 baseball APR (931) is 40%, which is twice the percentage indicated in the older graduation date reflected in the FGR. With the 2010 baseball APR (57) 26 points higher than 2009 APR, the projected FGR for baseball should be even higher than 40%.

<table>
<thead>
<tr>
<th>Year</th>
<th>APR +/- change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>957 +26</td>
</tr>
<tr>
<td>2009</td>
<td>931 +26</td>
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<tr>
<td>2008</td>
<td>905 +41</td>
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<tr>
<td>2007</td>
<td>864 +33</td>
</tr>
<tr>
<td>2006</td>
<td>831 +1</td>
</tr>
<tr>
<td>2005</td>
<td>-</td>
</tr>
</tbody>
</table>

6. Other Men's Teams White/Non-Hispanic (29%) compared to All SJSU White/Non-Hispanic Males (36%): SJSU's other men's teams' (men's soccer and men's golf) graduation and retention rates, as indicated by APR (a more current snapshot of graduation success than FGR), have drastically improved over the past five years. As the result of APR Improvement Plan implementation, the teams have gone from APR scores of 840 (MSO) and 926 (MGO) in 2006 to 962 (MSO) and 976 (MGO) in 2010 (an improvement of 122 points for MSO and 55 points for MGO). The corresponding projected FGR for the 2009 men's soccer APR (930) is 40%; and the corresponding projected FGR for the 2009 men's golf APR (927) is above 45%. Both are higher than the current SJSU all-student FGR for White/Non-Hispanic males.

<table>
<thead>
<tr>
<th>Year</th>
<th>APR +/- change</th>
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<tr>
<td>2010</td>
<td>962 +34</td>
</tr>
<tr>
<td>2009</td>
<td>928 +51</td>
</tr>
<tr>
<td>2008</td>
<td>877 +10</td>
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<tr>
<td>2007</td>
<td>867 +27</td>
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<tr>
<td>2006</td>
<td>840 +35</td>
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<tr>
<td>2005</td>
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<table>
<thead>
<tr>
<th>Year</th>
<th>APR +/- change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>976 +49</td>
</tr>
<tr>
<td>2009</td>
<td>927 +13</td>
</tr>
<tr>
<td>2008</td>
<td>914 -5</td>
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<tr>
<td>2007</td>
<td>919 -7</td>
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<tr>
<td>2006</td>
<td>926 -36</td>
</tr>
<tr>
<td>2005</td>
<td>962 -</td>
</tr>
</tbody>
</table>

7. Men's Cross Country Male Unknown Ethnicity (0%) compared to All SJSU Unknown Ethnicity Males (37%): There were no Unknown Ethnicity men's cross country team members in the cohort.

8. Baseball Team (25%) compared to All SJSU Males (37%): SJSU's baseball graduation and retention rates, as indicated by APR (a more current snapshot of graduation success than FGR), have drastically improved over the past six years. As the result of APR Improvement Plan implementation, the team has gone from an APR score of 830 in 2005 to 957 in 2010 (an improvement of 127 points). The corresponding projected FGR for the 2009 baseball APR (931) is 40%, which is higher than the all-student percentage. With the 2010 baseball APR (957) 26 points higher than 2009 APR, the projected FGR for baseball should be even higher than 40%.

<table>
<thead>
<tr>
<th>Year</th>
<th>APR +/- change</th>
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</thead>
<tbody>
<tr>
<td>2010</td>
<td>957 +26</td>
</tr>
<tr>
<td>2009</td>
<td>931 +26</td>
</tr>
<tr>
<td>2008</td>
<td>905 +41</td>
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<tr>
<td>2007</td>
<td>864 +33</td>
</tr>
<tr>
<td>2006</td>
<td>831 +1</td>
</tr>
<tr>
<td>2005</td>
<td>-</td>
</tr>
</tbody>
</table>
9. Men's Cross Country Team (20%) compared to All SJSU Males (37%): SJSU's men's cross country graduation and retention rates, as indicated by APR (a more current snapshot of graduation success than FGR), have drastically improved over the past five years. As the result of APR Improvement Plan implementation, the team has gone from an APR score of 690 in 2006 to 967 in 2010 (an improvement of 277 points). The corresponding projected FGR for the 2009 men's cross country APR (930) is above 45%, which is higher than the all-student percentage. With the 2010 men's cross country APR (967) 37 points higher than 2009 APR, the projected FGR for men's cross country should be even higher than.

SJSU Men's Cross Country APR Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>APR +/- change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>967 +37</td>
</tr>
<tr>
<td>2009</td>
<td>930 +93</td>
</tr>
<tr>
<td>2008</td>
<td>837 +23</td>
</tr>
<tr>
<td>2007</td>
<td>814 +124</td>
</tr>
<tr>
<td>2006</td>
<td>690 +267</td>
</tr>
<tr>
<td>2005</td>
<td>957 -</td>
</tr>
</tbody>
</table>

10. Football (24%) compared to All SJSU Males (37%): SJSU's football graduation and retention rates, as indicated by APR (a more current snapshot of graduation success than FGR), have drastically improved over the past six years. As the result of APR Improvement Plan implementation, the team has gone from an APR score of 837 in 2005 to 931 in 2010 (an improvement of 94 points). The corresponding projected FGR for the 2009 football APR (910) is 30%, which is 10% higher than the percentage indicated in the FGR data. With the 2010 football APR (931) 21 points higher than the 2009 APR, the projected FGR for football should be even higher than 30%. Consequently, it is likely to be very close or the same as the All SJSU Male FGR of 37%.

SJSU Football APR Chart

<table>
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<tr>
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<th>APR +/- change</th>
</tr>
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<tbody>
<tr>
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<td>931 +21</td>
</tr>
<tr>
<td>2009</td>
<td>910 +22</td>
</tr>
<tr>
<td>2008</td>
<td>888 +23</td>
</tr>
<tr>
<td>2007</td>
<td>865 +14</td>
</tr>
<tr>
<td>2006</td>
<td>851 +14</td>
</tr>
<tr>
<td>2005</td>
<td>837 -</td>
</tr>
</tbody>
</table>

11. Other Teams (29%) compared to All SJSU Males (37%): SJSU's other men's teams' (men's soccer and men's golf) graduation and retention rates, as indicated by APR (a more current snapshot of graduation success than FGR), have drastically improved over the past five years. As the result of APR Improvement Plan implementation, the teams have gone from APR scores of 840 (MSO) and 926 (MGO) in 2006 to 962 (MSO) and 976 (MGO) in 2010 (an improvement of 122 points for MSO and 55 points for MGO). The corresponding projected FGR for the 2009 men's soccer APR (930) is 40%; and the corresponding projected FGR for the 2009 men's golf APR (927) is above 45%. Both are higher than the current SJSU all-student FGR.

SJSU Men's Soccer APR Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>APR +/- change</th>
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<tbody>
<tr>
<td>2010</td>
<td>962 +34</td>
</tr>
<tr>
<td>2009</td>
<td>928 +51</td>
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<tr>
<td>2008</td>
<td>877 +10</td>
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<td>2007</td>
<td>867 +27</td>
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<tr>
<td>2006</td>
<td>840 -35</td>
</tr>
<tr>
<td>2005</td>
<td>885 -</td>
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</table>

SJSU Men's Golf APR Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>APR +/- change</th>
</tr>
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<tbody>
<tr>
<td>2010</td>
<td>976 +49</td>
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<tr>
<td>2009</td>
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<td>2008</td>
<td>914 -5</td>
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<td>2007</td>
<td>919 -7</td>
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<tr>
<td>2006</td>
<td>926 -36</td>
</tr>
<tr>
<td>2005</td>
<td>962 -</td>
</tr>
</tbody>
</table>

12. Women's Basketball White/Non-Hispanic (50%) compared to All SJSU White/Non-Hispanic Females (52%): The women's basketball White/Non-Hispanic FGR rate is within 2% of the All SJSU FGR for the White/Non-Hispanic sub-group. Since the percentages are statistically close, no further explanation is necessary.
13. Other Women’s Teams NR Alien (50%) compared to All SJSU NR Alien (51%): The Other Women’s Teams NR Alien FGR rate is within 1% of the All SJSU FGR for the NR Alien sub-group. Since the percentages are statistically close, no further explanation is necessary.

14. Women’s Basketball Unknown Ethnicity (0%) compared to All SJSU Unknown Ethnicity (47%): There were only two Unknown Ethnicity student-athletes in the women’s basketball cohort opposed to 2,772 in the All SJSU Unknown Ethnicity cohort. A statistical comparison is unreliable.

15. Women’s Basketball Team (45%) compared to All SJSU Females (47%): The women’s basketball team FGR rate is within 2% of the All SJSU female FGR. Since the percentages are statistically close, no further explanation is necessary.

15. Analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (APR) for each sports team and the most recent multiyear four-class average Federal Graduation Rate for all students.

If there is a difference that cannot be adequately explained between a sports team’s projected Federal Graduation Rate and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The institution must analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent APR of each sports team and the most recent four-class Federal Graduation Rate of students generally. If there is a difference that cannot be adequately explained between a team’s projected Federal Graduation Rate and the most recent four-class Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.

The following SJSU teams have a corresponding Federal Graduation Rate (FGR) projected by the 2009 NCAA Division I Academic Progress Rate (APR) that is lower than the most recent multiyear four-class average FGR for all SJSU students (41%):
- Baseball (40%)
- Men’s Basketball (30%)
- Football (30%)
- Men’s Soccer (40%)
- Women’s Basketball (30%)
- Softball (40%)

SJSU is committed to academic success for all of its student-athletes and believes that the concrete steps taken in recent years to improve academic success demonstrate significant and encouraging progress in an area that traditionally has presented challenges. Although the 2009 data projects that six teams will have a Federal Graduation Rate lower than the general SJSU student population, three of the teams (Baseball, Men’s Soccer, and Softball) are within one percentage point. Further, more recent data (2010) indicates that the Federal Graduation Rate for these teams will be higher than the general SJSU student population. This is the direct result of the academic improvement plans implemented by the institution and described in more detail in response to operating principle 2.1, question #3.

The remaining three teams (men’s basketball, women’s basketball, and football) have projected Federal Graduation Rates that are 11% below the general SJSU population. As set forth in greater detail in the response to operating principle 2.1, question #3, the institution has implemented and continues to address these issues through academic improvement plans. As shown below, these plans have significantly improved the APR of each of the teams. The plans will continue to be in effect and are responsive to the NCAA’s request for improvement in this area.

SJSU Baseball APR Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>APR</th>
<th>+/- change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>957</td>
<td>+26</td>
</tr>
<tr>
<td>2009</td>
<td>931</td>
<td>+26</td>
</tr>
<tr>
<td>2008</td>
<td>905</td>
<td>+41</td>
</tr>
<tr>
<td>2007</td>
<td>864</td>
<td>+33</td>
</tr>
</tbody>
</table>
### SJSU Men's Soccer APR Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>APR</th>
<th>+/- change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>962</td>
<td>+34</td>
</tr>
<tr>
<td>2009</td>
<td>928</td>
<td>+51</td>
</tr>
<tr>
<td>2008</td>
<td>877</td>
<td>+10</td>
</tr>
<tr>
<td>2007</td>
<td>867</td>
<td>+27</td>
</tr>
<tr>
<td>2006</td>
<td>840</td>
<td>-35</td>
</tr>
<tr>
<td>2005</td>
<td>885</td>
<td>-</td>
</tr>
</tbody>
</table>

### Softball

<table>
<thead>
<tr>
<th>Year</th>
<th>APR</th>
<th>+/- change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>947</td>
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<tr>
<td>2009</td>
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<td>-19</td>
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<td>2007</td>
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<td>2006</td>
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<td>+9</td>
</tr>
<tr>
<td>2005</td>
<td>966</td>
<td>-</td>
</tr>
</tbody>
</table>

### SJSU Men's Basketball APR Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>APR</th>
<th>+/- change</th>
</tr>
</thead>
<tbody>
<tr>
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<td>917</td>
<td>+8</td>
</tr>
<tr>
<td>2009</td>
<td>909</td>
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</tr>
<tr>
<td>2008</td>
<td>905</td>
<td>+19</td>
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<tr>
<td>2007</td>
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</tr>
<tr>
<td>2006</td>
<td>880</td>
<td>+10</td>
</tr>
<tr>
<td>2005</td>
<td>870</td>
<td>-</td>
</tr>
</tbody>
</table>

### SJSU Football APR Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>APR</th>
<th>+/- change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>931</td>
<td>+21</td>
</tr>
<tr>
<td>2009</td>
<td>910</td>
<td>+22</td>
</tr>
<tr>
<td>2008</td>
<td>888</td>
<td>+23</td>
</tr>
<tr>
<td>2007</td>
<td>865</td>
<td>+14</td>
</tr>
<tr>
<td>2006</td>
<td>851</td>
<td>+14</td>
</tr>
<tr>
<td>2005</td>
<td>837</td>
<td>-</td>
</tr>
</tbody>
</table>

### SJSU Women's Basketball APR Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>APR</th>
<th>+/- change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>924</td>
<td>+12</td>
</tr>
<tr>
<td>2009</td>
<td>912</td>
<td>+24</td>
</tr>
<tr>
<td>2008</td>
<td>888</td>
<td>+28</td>
</tr>
<tr>
<td>2007</td>
<td>860</td>
<td>+9</td>
</tr>
<tr>
<td>2006</td>
<td>851</td>
<td>-7</td>
</tr>
<tr>
<td>2005</td>
<td>958</td>
<td>-</td>
</tr>
</tbody>
</table>
16. Analyze, explain and address any differences between the most recent four-cohort average Graduation Success Rate (GSR) for each sports team and the most recent four-cohort GSR for all student-athletes.

If there is a difference that cannot be adequately explained between the most recent four-cohort GSR for any sports team and the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

If the data in the charts include sports that are not used by the institution for NCAA sports sponsorship and/or sports in which the NCAA does not conduct a championship, the institution may provide an explanation of how the inclusion/exclusion of the sport(s) affects the analysis of the data.

The institution must analyze, explain and address any deficiencies between the most recent four-cohort average GSR of each sports team and the most recent four-cohort average GSR of student-athletes generally. If there is a difference that cannot be adequately explained between the most recent four-cohort average GSR of any team and the most recent four-cohort average GSR of student-athletes generally, the institution must develop a plan for improvement to address the issue.

The following SJSU teams have a 2008-2009 team four-cohort Graduation Success Rate (GSR) that is lower than the 2009-2009 four-cohort GSR for all SJSU student-athletes (52%):

- Baseball (38%)
- Men's Basketball (33%)
- Men's Cross Country (38%)
- Football (33%)
- Men's Soccer (30%)
- Women's Basketball (42%)

All but one men's team (men's golf ? 60%) has a GSR below the SJSU student-athlete GSR (52%), and all but one women's team (women's basketball ? 42%) has a GSR above the SJSU student-athlete GSR (52%). This indicates that, in general, female student-athletes are persisting towards graduation more consistently than male student-athletes. This is consistent with trends at the national and general institutional levels. Further, the following points should be considered:

1. In 2009, San Jose State's Student-Athlete Success Services unit began implementing a plan to advise student-athletes towards eligibility exhaustion and graduation in the same semester. This process is outlined in more detail in operating principle 2.2, question # 6.

2. As indicated by drastically improved APR scores for the six SJSU teams listed above, SJSU has demonstrated a sincere commitment to APR Improvement Plan implementation. The results of those efforts should be positively reflected in future GSR percentages for these teams.

SJSU Baseball APR Chart
Year APR +/- change
2010 957 +26
2009 931 +26
2008 905 +41
2007 864 +33
2006 831 +1
2005 830 -

SJSU Men's Basketball APR Chart
Year APR +/- change
2010 917 +8
2009 909 +4
2008 905 +19
2007 886 +6
2006 880 +10
2005 870 -
Cross Country
Year APR +/- change
2010 967 +37
2009 930 +93
2008 837 +23
2007 814 +124
2006 690 +267
2005 957 -

SJSU Men's Soccer APR Chart
Year APR +/- change
2010 962 +34
2009 928 +51
2008 877 +10
2007 867 +27
2006 840 +35
2005 885 -

SJSU Football APR Chart
Year APR +/- change
2010 931 +21
2009 910 +22
2008 888 +23
2007 865 +14
2006 851 +14
2005 837 -

SJSU Women's Basketball APR Chart
Year APR +/- change
2010 924 +12
2009 912 +24
2008 888 +28
2007 860 +9
2006 851 +7
2005 958 -

As part of its APR improvement efforts, SJSU has earned APR bonus points for student-athletes (particularly in the sport of football) who have returned to the university to complete their degrees. Many of them earned their degrees beyond the six year window of GSR reporting. The Academic Eligibility Coordinator is responsible for working with these former student-athletes.

17. Analyze, explain and address any differences between the most recent four-class retention rate for student-athlete subgroups (i.e., sport, gender, ethnicity, ethnicity within team) and the most recent four-class retention rate for all student-athletes, including comparable student-athlete subgroups (i.e., gender, ethnicity).

If there is a difference that cannot be adequately explained between the most recent four-class retention rate for any student-athlete subgroup and the retention rate for all student-athletes or comparable student-athlete subgroup, the institution must develop a plan for improvement to address the issue.

The institution must analyze, explain and address any differences between the most recent four-class retention rate of student-athlete subgroups (i.e., sport, gender, ethnicity) and the most recent four-class retention rate of all student-athletes. If there is a difference that cannot be adequately explained between the most recent four-class retention rate of any student-athlete subgroup and the four-class retention rate of student-athletes generally, the institution must develop a plan for improvement to address the issue.
While there are several anomalies between the most recent four-class retention rate for student-athlete subgroups and the most recent four-class retention rate for all student-athletes, the SJSU overall student-athlete APR and graduation and retention rates have been rising over the past 6 years. The results of APR Improvement Plan implementation (as outlined in operating principle 2.2, question # 12) demonstrate the Division of Intercollegiate Athletics’ attention and focus on improving retention rates for student-athletes overall and for specific student-athlete subgroups. Further, the Student-Athlete Success Services Unit has adopted a plan to emphasize graduation within a four year window so that every student-athlete graduates and exhausts eligibility in the same semester or sooner. This plan includes advising student-athletes as to their NCAA eligibility requirements, but emphasizing SJSU graduation within four years requirements, and is described in operating principle 2.2, question # 4.

The following charts show the SJSU student-athlete sub-group cohorts with a four-class retention rate below the SJSU all-student-athlete four-class retention rate of 936. These charts were used to identify which sub-groups mandated four-class retention rate sub-group analysis and explanation.

Gender Retention Rate Comparisons
Gender SJSU All student-Athlete Rentention
Male 917
Female 955

The following list provides analysis and explanation of differences between the most recent four-class retention rate for those student-athlete sub-groups indicating a rate lower than the corresponding all-student-athlete retention rate of 936.

1. Overall Team by Team Comparison: All of the SJSU teams with a four-class retention rate below the SJSU all student-athlete retention rate (based on 2008-2009 data) have higher overall APR scores in 2009-2010. Since one half of the APR score represents retention points, these teams are clearly making positive strides in their retention rates. The APR improvements for each of those teams with a retention rate lower than the all student-athlete retention rate of 936 are listed in the chart below:

Team - Baseball
4-class Retention Rate
909
2008-2009 APR
931
2009-2010 APR
957
Improvement
+26

Team - Men's Basketball
4-class Retention Rate
903
2008-2009 APR
909
2009-2010 APR
917
Improvement
+8

Team - Football
4-class Retention Rate
915
2008-2009 APR
910
2009-2010 APR
931
Improvement
+21

Team - Men's Soccer
4-class Retention Rate
914
2008-2009 APR
928
2. Baseball: The White/Non-Hispanic baseball retention rate is 925 and the Hispanic/Latino baseball retention rate is 684. Baseball has traditionally had a higher number of transfers than many of SJSU’s other sports. This is consistent with the culture of baseball across the country. However, APR improvement plans have been implemented to address baseball’s APR retention issue. These plans included limiting special admits as well as limiting 3-year JC transfers. These plans have contributed (and will continue to contribute) to baseball’s overall APR improvement.

3. Men’s Basketball: The Black/African American men’s basketball subgroup has a retention rate of 878. The Student-Athlete Success Services 2009 implementation of a 4-year graduation plan for all student-athletes is now allowing more of these student-athletes to graduate and exhaust eligibility in the same semester.

4. Men’s Cross Country: The Hispanic/Latino men’s cross country subgroup retention rate is 933. Since this is only 3 points below the all student-athlete retention rate (936), it can be considered virtually the same. No further analysis is necessary.

5. Football: The Black/African American football subgroup retention rate (900), Hispanic/Latino football subgroup retention rate (865), NR Alien subgroup retention rate (833), and Other subgroup retention rate (923) are below the all student-athlete retention rate (936). This is lower than the all student-athlete rate due, in part, to a high number of football student-athletes unable to complete their degrees in the same semester they exhaust their eligibility. The Student-Athlete Success Services 2009 implementation of a 4-year graduation plan for all student-athletes is now allowing more of these student-athletes to graduate and exhaust eligibility in the same semester.

6. Men’s Golf: The Asian/PI men’s golf subgroup retention rate is 667, and the Hispanic/Latino men’s golf subgroup retention rate is 750. While these retention rates are low, the men’s golf GSR is 60% indicating that student-athletes who transfer from this program tend to be academically eligible. Also, since the actual number of student-athletes in these two men’s golf subgroups is very small (within a very small overall men’s golf roster size), just one transfer can drastically skew the retention data downward. Note: the men’s golf overall team retention rate is 937 (one point higher than the all student-athlete retention rate).

7. Men’s Soccer: The Hispanic/Latino men’s soccer subgroup retention rate (917), White/Non-Hispanic men’s soccer subgroup retention rate (906), and Other men’s soccer subgroup retention rate (889) are below the all student-athlete retention rate (936). As a result of APR improvement plans implemented for this sport, the team’s overall APR scores have increased dramatically. The chart below shows that the team’s APR for 2010 is +34 points higher than the 2009 APR data used to identify the current retention rates. With an overall 2010 APR of 962, both Hispanic/Latino and White/Non-Hispanic men’s soccer subgroups are likely to have more current retention rates closer to the all student-athlete retention rate of 936.

<table>
<thead>
<tr>
<th>Year</th>
<th>APR</th>
<th>+/- change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>962</td>
<td>+34</td>
</tr>
<tr>
<td>2009</td>
<td>928</td>
<td>+51</td>
</tr>
<tr>
<td>2008</td>
<td>877</td>
<td>+10</td>
</tr>
<tr>
<td>2007</td>
<td>867</td>
<td>+27</td>
</tr>
<tr>
<td>2006</td>
<td>840</td>
<td>+35</td>
</tr>
<tr>
<td>2005</td>
<td>885</td>
<td>-</td>
</tr>
</tbody>
</table>

8. Women’s Basketball: The Black/African American women’s basketball subgroup retention rate (918), White/Non-Hispanic women’s basketball subgroup retention rate (897), and Other women’s basketball subgroup retention rate (800) are below the all student-athlete retention rate (936). Over the past five years, this team has experienced the
In particular, three years ago the new coach needed to "clean house" in order to bring about a culture change in the program. Consequently, there have been quite a few transfers from the program due to factors unrelated to academic integrity. Even so, the chart below shows the team's consistent overall APR improvement from year to year:

### Women's Basketball

<table>
<thead>
<tr>
<th>Year</th>
<th>APR</th>
<th>+/- change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>924</td>
<td>+12</td>
</tr>
<tr>
<td>2009</td>
<td>912</td>
<td>+24</td>
</tr>
<tr>
<td>2008</td>
<td>888</td>
<td>+28</td>
</tr>
<tr>
<td>2007</td>
<td>860</td>
<td>+9</td>
</tr>
<tr>
<td>2006</td>
<td>851</td>
<td>-</td>
</tr>
</tbody>
</table>

9. Softball: The Asian/PI softball subgroup retention rate (857) and the Black/African American softball subgroup retention rate (778) are below the all student-athlete retention rate (936). The number of student-athletes in these subgroups is very small relative to the overall make-up of the roster. Therefore, just one transfer can drastically skew the retention data downward. Note: the softball overall team retention rate is 943 (seven points higher than the all student-athlete retention rate).

10. Women's Soccer: The Other women's soccer subgroup retention rate (667) is below the all student-athlete retention rate (936). This subgroup is very small, and the team's overall retention rate is 940 (four points higher than the all student-athlete retention rate).

11. Women's Tennis: The NR Alien women's tennis subgroup retention rate (917) is below the all student-athlete retention rate (936). Since the actual number of student-athletes in this women's tennis subgroup is very small (within a very small overall women's tennis roster size), just one transfer can drastically skew the retention data downward. Note: the women's tennis overall team retention rate is 981 (forty-five points higher than the all student-athlete retention rate).

18. Describe the department of athletics written policies and procedures related to scheduling competitions and practices to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, including how the institution monitors this area.

The institution must have established, written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and final examination periods due to their participation in intercollegiate athletics. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The SJSU Department of Athletics is committed to minimizing missed class time for student-athletes due to competition scheduling conflicts. The Policies and Procedures Manual Scheduling Criteria section lists missed class time as one of the criteria used by Head Coaches to determine what constitutes an appropriate athletic schedule. Further, the following stipulation is mandated in the Policies and Procedures Manual with regard to scheduling:

- Coaches should not schedule travel and competitive events that would cause excessive missed class time. No contests will be scheduled during final exam dates except for conference and NCAA playoffs or championships.
- Coaches submit their schedules to the Associate Athletics Director for Compliance. Once approved by the Compliance Department, the finalized schedule is distributed to the Associate Athletics Director for Business, Coordinator for Facilities and Events, Sports Information, Sports Supervisor, and Senior Associate Athletics Director/COO. Finally, the Director of Athletics has full authorization in matters related to scheduling. Coaches are not authorized to confirm athletic schedules without appropriate approval.

Further, an e-mail reminder, citing by-law 17.1.6.6.1, is sent to head coaches one week prior to the beginning of classes each semester. It serves to specifically remind coaches that at no time may a student-athlete miss class for practice.

Sport schedules and missed class time data are presented to the Athletics Board for evaluation and input on an annual basis.
19. Describe the institution's written missed-class policies for all students, including any exceptions or differences that exist for student-athletes.

San Jose State University has no "missed-class" policies. It is also forbidden, and goes against the California State University (CSU) policies, for any instructor within the CSU System (of which San Jose State University is a part) to use attendance as a part of their grading criteria.

20. Provide supporting data to analyze, explain and address missed class time for the last two years for each sports team.

The institution must analyze and explain missed class time for the last two years for each sports team and address, through a plan for improvement, any missed class time that is deemed significant or excessive in nature.

The largest impact on missed class time over the previous two years has primarily been travel in conference competitions. Due to the fact that the Western Athletic Conference (Men's and Women's Basketball, Football, Women's Soccer, Volleyball, Men's and Women's Cross Country, Women's Swimming and Diving, Men's and Women's Golf) is one of the largest conferences in the NCAA in terms of geographical location, most conference away competitions are overnight trips. While teams competing in the Mountain Pacific Sports Federation (Men's Soccer, Women's Water Polo, Women's Gymnastics) are less likely to travel as far, many of those competitions are still of a significant distance and due to student-athlete welfare become overnight trips as well.

Most programs typically will leave the night before the competition and return to campus immediately following competition. They do not stay overnight again after the competition has been completed, unless there are unforeseen and uncontrollable situations (i.e., weather, bus/plane mechanical difficulties, medical emergencies, etc.). There are rare occasions that a team may leave earlier than 1 day before the competition. This usually involves a post-season championship. On these occasions, approval for travel is sought from the Athletics Board, which makes a recommendation to the President, as well as the conference office.

One issue identified in this analysis was the impact travel had on class examinations and other material due. For example, even if a team missed relatively few class days due to team travel, if those travel days coincided with an examination, this travel impacted how/when the student-athlete was allowed to complete the examination or project. This situation is managed on a case-by-case where the student-athlete meets with his/her professor at the beginning of the semester, reviews a "team travel letter" provided by Associate Director of Athletics for Student Services/Senior Women's Administrator and makes alternate arrangements for missed examinations due to team travel. In many cases, professors have been willing to work with many student-athletes to schedule an alternative time for the student-athlete to complete his/her responsibility. However, this is not always the case and some professors will not accept any absence as an approved absence.

Please see chart below for missed class day information for each program at San Jose State University.

San Jose State University Athletics
NCAA Certification Missed Class Report

<table>
<thead>
<tr>
<th>Sport</th>
<th>Baseball</th>
<th>Men's</th>
<th>Missed Class Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>6-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-2011</td>
<td>6-8</td>
<td></td>
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</tr>
<tr>
<td>NCAA Days Allowed</td>
<td>132</td>
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<tr>
<td># Contests Allowed</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td>Gender</td>
<td>Missed Class Days</td>
<td>NCAA Days Allowed</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Basketball</td>
<td>Women's</td>
<td>2009-2010 20-25</td>
<td>2010-2011 20-25</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Men's</td>
<td>2009-2010 4</td>
<td>2010-2011 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>Men's</td>
<td>2009-2010 0</td>
<td>2010-2011 0</td>
</tr>
</tbody>
</table>
Academic Integrity

NCAA Days Allowed

# Contests Allowed
12

Sport
Golf
Gender
Men's
Missed Class Days
2009-2010
8-14
2010-2011
8-14
NCAA Days Allowed
144
# Contests Allowed
24

Sport
Golf
Gender
Women's
Missed Class Days
2009-2010
10 Fall/12 Spring
2010-2011
10/Fall/12 Spring
NCAA Days Allowed
144
# Contests Allowed
24

Sport
Gymnastics
Gender
Women's
Missed Class Days
2009-2010
8
2010-2011
6
NCAA Days Allowed
144
# Contests Allowed
13

Sport
Soccer
Gender
Men's
Missed Class Days
2009-2010
2
2010-2011
2
NCAA Days Allowed
132
# Contests Allowed
20+5

Sport
Soccer
Academic Integrity

Gender
Women's
Missed Class Days
2009-2010
11
2010-2011
14
NCAA Days Allowed
132
# Contests Allowed
20+5

Sport
Softball
Gender
Women's
Missed Class Days
2009-2010
5-6
2010-2011
5-6
NCAA Days Allowed
132
# Contests Allowed
56+8

Sport
Swimming and Diving
Gender
Women's
Missed Class Days
2009-2010
4-7
2010-2011
4-7
NCAA Days Allowed
144
# Contests Allowed
20

Sport
Tennis
Gender
Women's
Missed Class Days
2009-2010
4
2010-2011
3
NCAA Days Allowed
144
# Contests Allowed
25+7

Sport
Volleyball
Gender
Women's
Missed Class Days
2009-2010
19
2010-2011
21. Describe the means by which the department of athletics policies and procedures regarding the scheduling of athletics competition and practices (as described in Self-Study Item No. 18) and the institution's missed- class policies (as described in Self-Study Item No. 19) are directly communicated in writing to student-athletes, department of athletics staff members and appropriate faculty and administrative staff.

The institution's established, written policies regarding the scheduling of practices and competition must be directly communicated in writing (e.g., provide hard copy of document, provide weblink via e-mail) to student-athletes, department of athletics staff members and other appropriate faculty and administrative staff (e.g., published in the institution's student-athlete handbook or department of athletics policies and procedures manual, an e-mail with an attachment or link to the posting on the institution's website). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The SJSU Department of Athletics policies and procedures regarding the scheduling of athletics competition and practices and missed class policies is communicated to student-athletes, athletics staff members and appropriate faculty and administrative staff in a variety of ways.

1. Scheduling for competition and practices is covered in the DIA policies and procedures manual and addressed multiple times each year by the Director of Athletics as an agenda item at mandatory head coaches' meetings.

2. Missed class policies are included in the Student-Athlete Handbook and presented to student-athletes at the Student-Athlete Orientation prior to the beginning of each school year. They are also reiterated during regular weekly advising meetings for all newcomer and continuing at-risk student-athletes, as well as by individual coaches in their own team handbooks.

3. Professors/Instructors of student-athletes who will miss class due to their sport travel schedule are provided with a memorandum from the Director of Student-Athlete Success Services at the beginning of the semester. The memorandum is accompanied by a copy of the team's travel schedule for the season, and is hand-delivered by the student-athlete so as to promote dialog between the instructor and student-athlete regarding the student-athlete's successful management of both academic and athletic expectations. An example of the memo reads as follows:

Please excuse the baseball student-athlete enrolled in your spring 2010 class on the dates of away competitions listed on the accompanying schedule.

SJSU student-athletes are expected to complete all missed assignments and take initiative to keep up with their class work. They also understand that professors will determine whether missed assignments should be turned in prior to departure or upon return.
Thank you for your understanding of the unique challenge that a competitive sport travel schedule places on the student-athlete. Feel free to contact me should you have any questions or concerns.

4. An e-mail reminder, citing by-law 17.1.6.6.1, is sent to head coaches one week prior to the beginning of classes each semester. It serves to specifically remind coaches that at no time may a student-athlete miss class for practice.

22. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 2.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

No plans for improvement have been developed.
<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in the Self-Study</td>
<td>No plans for improvement have been developed.</td>
<td>No plans for improvement have been developed.</td>
<td>No plans for improvement have been developed.</td>
<td>No plans for improvement have been developed.</td>
</tr>
</tbody>
</table>
Operating Principle

2.2 Academic Support.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). For each condition, provide:
   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

   1. Condition
      There were no "conditions for certification" imposed by the committee in its Cycle 2 certification decision related to operating Principle 2.2.

      Action
      There were no "conditions for certification" imposed by the committee in its Cycle 2 certification decision related to operating Principle 2.2.

      Action Date
      There were no "conditions for certification" imposed by the committee in its Cycle 2 certification decision related to operating Principle 2.2.

      Explanation for partial or non-completion
      There were no "conditions for certification" imposed by the committee in its Cycle 2 certification decision related to operating Principle 2.2.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support). For each issue identified, provide:
   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed;
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

If the institution developed a plan for improvement for Operating Principle 2.2 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:
The institution did not possess sufficient funds to implement the plan.
• The institution has had personnel changes since the original development of the plan.
• The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:
• The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.

1. Original Plan
There were no plans for improvement and no issues identified relating to this principle during Cycle 2 certification.

Action
There were no plans for improvement and no issues identified relating to this principle during Cycle 2 certification.

Action Date
There were no plans for improvement and no issues identified relating to this principle during Cycle 2 certification.

Explanation for partial or non-completion
There were no plans for improvement and no issues identified relating to this principle during Cycle 2 certification.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support). For each additional plan, provide:
   a. The additional goal(s);
   b. The step(s) taken by the institution to achieve the goal(s); and
   c. The date(s) the step(s) was completed.

There have been no additional plans for improvement/recommendations developed by the Institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support).
4. Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

**Academic support services must be available to student-athletes either through institutional programming or through student-athlete support services.**

The institution must demonstrate that its institutional structures and reporting lines for student-athlete academic support services are organized such that academic advising for student-athletes is an integral part of the institution’s educational system.

Academic support and advising services to SJSU student-athletes are arranged for, and provided by, the Student-Athlete Success Services (SASS) unit of Academic Affairs in conjunction with several other student support units on campus. The other units include: Learning Assistance Resource Center (LARC), Disability Resource Center (DRC), Educational Counseling, and major advisors throughout campus.

The Director of SASS reports to the Associate Vice-President for Student Academic Success Services. Three SASS Athletic Academic Advisors, two Learning Specialists, 6-10 Peer Advisors, and 2-3 work study students report to the Director of SASS as members of the SJSU Division of Academic Affairs.

Each of the three advisors works with a caseload of 120 to 140 student-athletes. They are assigned to specific sports and have a portion of the football student-athletes (assigned by position). The SASS advisors are responsible for meeting with their teams to begin each semester, and once monthly thereafter, to deliver pertinent academic information with regard to eligibility and SJSU academic processes and procedures. They work to set up each team and coaching staff with Operation Graduation materials (Semester at a Glance, Academic Score Card, Weekly Schedule, Key Contacts, binder, academic supplies). SASS advisors deliver the Pre-Advising Workshop presentation to their student-athletes prior to advising and registration deadlines each semester. The workshop addresses not only NCAA eligibility requirements, but also emphasizes the 4-year graduation plan for student-athletes (as well as the importance of declared majors to consult with a major advisor at least once each semester).

See slides from the workshop below:

**Declared Majors**
1. Attend a Pre-Advising Workshop with your Athletic academic Advisor.
2. Complete your Personal Eligibility and Graduation Planner.
3. Meet with your Major Advisor.
4. Schedule an appointment with your Athletic Academic Advisor.
5. Register for Fall 2011 classes on June 7 in Gadway (or from home).
6. Submit your Fall 2011 schedule to your Athletic Academic Advisor on June 7.

**Minimum Eligibility Requirements**
6 units
Description (based on 120 unit major)
Pass a minimum of 6 units in the previous semester (Fall or Spring. This also applies to bowl eligibility.

Minimum Eligibility Requirements
18 units
Description (based on 120 unit major)
Pass a minimum of 18 units during the Fall and Spring semesters. Fall + Winter + Spring = 18 unit rule.

Minimum Eligibility Requirements
24 units
Description (based on 120 unit major)
Pass a minimum of 24 units during the previous academic year. Up to 6 units of summer credit.

Minimum Eligibility Requirements
% degree
Entering 3rd year: 40% (48 units)
Entering 4th year: 60% (72 units)
Entering 5th year: 80% (96 units)
Minimum Eligibility Requirements
GPA
2.0
Never earn a C or below

SJSU Graduation Benchmarks
15 units
Description (based on 120 unit major)
Pass an average of 15 degree applicable units each semester.

SJSU Graduation Benchmarks
30 units
Pass an average of 30 degree applicable units each Fall and Spring semester.

SJSU Graduation Benchmarks
Winter/Summer Sessions
Use Winter and/or Summer sessions to stay caught up or to get ahead in your graduation plan.

SJSU Graduation Benchmarks
% degree
Entering 2nd year: 25% (30 units)
Entering 3rd year: 50% (60 units)
Entering 4th year: 75% (90 units)

SJSU Graduation Benchmarks
GPA
3.0
Balance a C with an A

Additionally, each advisor plays a key role in the certification of NCAA academic eligibility by tracking the eligibility requirements for each student-athlete. They participate in the certification of eligibility summits run by the Academic Eligibility Coordinator (along with the Associate AD for Compliance, Associate AD for Student Services, and FAR) and provide the documentation necessary to certify continuing eligibility. They work with each student-athlete during individual advising sessions each semester (and on a drop-in basis throughout the semester) to help them track their progress toward degree requirements using the graduation planner included at the end of this response.

Two Learning Specialists work with a maximum of 25 at-risk student-athletes per semester. They work to hold them accountable to professor expectations as well as teach them college study skills. The Learning Specialists refer any student-athlete with an existing Learning Disability to the DRC for accommodations. They also refer student-athletes at their discretion to the DRC for assessment if necessary.

6-10 Peer Advisors administer weekly academic meetings with newcomer and at-risk student-athletes. They provide weekly academic reports on each of their student-athletes (10-14) to the appropriate Athletic Academic Advisor and Head Coach. They also monitor study hall attendance and behavior.

LARC provides and trains tutors who work in the Gadway Academic Center tutoring student-athletes between the hours of 5:00pm to 9:00pm Monday through Thursday evenings. All advisors, learning specialists, and peer advisors work to arrange tutoring sessions for those student-athletes in remedial courses as well as other courses upon request.

Student-Athlete Personal Eligibility and Graduation Planner
Name:
Sport:
Major:
Degree Units: 120 40%: 48 60%: 72 80%: 96

1st Academic Year
Fall Semester
Description
Degree applicable units earned
Hours
To be eligible
<table>
<thead>
<tr>
<th>Semester</th>
<th>Description</th>
<th>Degree applicable units enrolled</th>
<th>Hours</th>
<th>To be eligible</th>
<th>0 to graduate</th>
<th>1st Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>15</td>
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<tr>
<td></td>
<td>Total degree applicable units through Fall</td>
<td>12</td>
<td>15</td>
<td></td>
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<tr>
<td>Spring Semester</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Degree applicable units earned</td>
<td>12</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total degree applicable units through Spring</td>
<td>24</td>
<td>30</td>
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</tr>
</tbody>
</table>

2nd Academic Year

Fall Semester

Description
<table>
<thead>
<tr>
<th>Degree applicable units earned</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be eligible</td>
<td></td>
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<tr>
<td>2nd Academic Year</td>
<td></td>
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<tr>
<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Degree applicable units enrolled</td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td></td>
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<tr>
<td>To be eligible</td>
<td></td>
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<tr>
<td>12</td>
<td></td>
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<tr>
<td>to graduate</td>
<td>15</td>
</tr>
<tr>
<td>2nd Academic Year</td>
<td></td>
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<tr>
<td>Fall Semester</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Total degree applicable units through Fall</td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td></td>
</tr>
<tr>
<td>To be eligible</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td></td>
</tr>
<tr>
<td>to graduate</td>
<td>45</td>
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<tr>
<td>2nd Academic Year</td>
<td></td>
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<tr>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Degree applicable units earned</td>
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<tr>
<td>Hours</td>
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<td>To be eligible</td>
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<td>36</td>
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<tr>
<td>to graduate</td>
<td>45</td>
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<tr>
<td>2nd Academic Year</td>
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<tr>
<td>Spring Semester</td>
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<tr>
<td>Description</td>
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<tr>
<td>Degree applicable units enrolled</td>
<td></td>
</tr>
<tr>
<td>Hours</td>
<td></td>
</tr>
<tr>
<td>To be eligible</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td></td>
</tr>
<tr>
<td>to graduate</td>
<td>60</td>
</tr>
<tr>
<td>Semester</td>
<td>Degree Applicable Units Earned</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>3rd Academic Year Fall Semester</td>
<td>48</td>
</tr>
<tr>
<td>3rd Academic Year Fall Semester</td>
<td>12</td>
</tr>
<tr>
<td>3rd Academic Year Fall Semester</td>
<td>60</td>
</tr>
<tr>
<td>3rd Academic Year Spring Semester</td>
<td>60</td>
</tr>
<tr>
<td>3rd Academic Year Spring Semester</td>
<td>12</td>
</tr>
</tbody>
</table>
4th Academic Year
Fall Semester
Description
Degree applicable units earned
Hours
- To be eligible
72
to graduate
90

4th Academic Year
Fall Semester
Description
Degree applicable units enrolled
Hours
- To be eligible
12
to graduate
15

4th Academic Year
Spring Semester
Description
Total degree applicable units through Fall
Hours
- To be eligible
84
to graduate
105

4th Academic Year
Spring Semester
Description
Degree applicable units earned
Hours
- To be eligible
12
to graduate
15

4th Academic Year
Spring Semester
Description

5. Explain how the institution's staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution (this review must be conducted as part of the self-study process).

The institution must demonstrate that its staffing, physical space and financial support for student-athlete academic support services have been reviewed by appropriate institutional authorities and determined to meet the academic needs of student-athletes at the institution.

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

As part of the Cycle 3 Certification self-study process, the institution's staffing, physical space and financial support for student-athlete academic support services was reviewed by the Associate Vice President for Student Academic Success Services (Maureen Scharberg), FAR (Bill Campsey), and Athletics Board Chair (Annette Nellen). Their findings were presented as part of Operating Principle 2.2 question #7 to the Division of Athletics Senior Staff, Athletics Board, and the Provost and Vice-President for Academic Affairs for consideration, recommendations and approval in April 2011.
6. Using the program areas for academic support services listed below, describe the following (this program analysis must be conducted as part of the self-study process):

   a. The specific academic support services offered to student-athletes (if any);
   b. Any policies that govern which students can use these services;
   c. The mechanisms by which student-athletes and staff are made aware of these services;

If the institution has additional or different academic support services not included in the following list of examples, please click "Add Academic Support Area" in the ACS.

Information related to all academic support services must be clearly communicated to student-athletes and staff (e.g., through inclusion in the student-athlete handbook, discussion during team meetings, through inclusion in personnel manuals, review during staff orientation).

The institution must provide effective support services for student-athletes with learning disabilities and/or other special needs, either through institutional programming or through student-athlete support services.

The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

1. Academic counseling/advising: Course selection, class scheduling, priority registration.
   a. The specific academic support services offered to student-athletes (if any);
      
      Three athletic academic advisors provide advising for general education, NCAA eligibility, progress toward degree, and study/life skills.
   
   b. Any policies that govern which students can use these services; and
      
      All student-athletes on one of SJSU’s current 16 athletic rosters are assigned to an athletic academic advisor.
      Exhausted student-athletes also continue working with their advisor.

   c. The mechanisms by which student-athletes and staff are made aware of these services.
      
      Meeting at orientation
      Coach referral
      Team academic meetings
      Pre-advising workshops
2. **Tutoring:** Availability; procedures and criteria for obtaining assistance; assignment, qualifications, training, experience, etc.; compensation, rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

   a. The specific academic support services offered to student-athletes (if any);

      Remedial English and math tutors are hired through the main campus’ Learning Assistance Resource Center, and provide tutoring for student-athletes Mon-Thurs 5:00pm-9:00pm.

      SASS hires a writing specialist for Writing Skills Testing prep, and a few other student tutors as needed.

      Tutoring needs for specific classes other than English or math are referred to the Learning Assistance Resource Center (LARC).

   b. Any policies that govern which students can use these services; and

      All student-athletes in remedial English and/or math are required to attend 2 hours per week of tutoring (per remedial class).

      All student-athletes requesting tutoring services are either scheduled for tutoring time in Gadway Academic Center or referred to LARC, the Writing Center, or academic department.

   c. The mechanisms by which student-athletes and staff are made aware of these services.

      Beginning of semester team academic meeting

      Orientation

      Pre-advising workshops

      Weekly advising meetings

3. **Academic progress monitoring and reporting:** Individual’s responsibility, frequency, procedures for periodic grade and attendance checks.

   a. The specific academic support services offered to student-athletes (if any);

      Operation Graduation Binders containing: Semester at a Glance, Weekly Schedule, Academic Score Card, Campus Resource List, and academic supplies

      Weekly Operation Graduation meetings with a member of the coaching staff for each particular team

      Academic Progress requests are sent to all instructors of student-athletes (approximately 660) twice each semester via the GradesFirst online academic support program

      Weekly academic meetings with an advisor, learning specialist or academic mentor

      Weekly academic reports submitted to the head coach every Friday

      study hall reports and tutoring reports submitted to the head coach every Friday

   b. Any policies that govern which students can use these services; and

      All student-athletes on one of SJSU’s current 16 athletic rosters receive Operation Graduation Binders and are required to have weekly Operation Graduation meetings with a member of their coaching staff

      All student-athletes on one of SJSU’s current 16 athletic rosters are included in the progress request

      All newcomer and continuing at-risk student athletes on a current SJSU roster
All student-athletes assigned to study hall and/or receiving tutoring services
c. The mechanisms by which student-athletes and staff are made aware of these services.
   Beginning of semester team academic meeting
   Orientation
   Pre-advising workshops
   Weekly advising meetings

   a. The specific academic support services offered to student-athletes (if any);
      Student-athletes with learning disabilities are referred to the Disability Resource Center for all accommodations necessary
   b. Any policies that govern which students can use these services; and
      Any self-identified student-athlete with a documented learning disability; or any student-athlete identified by a SASS learning specialist, academic advisor, peer mentor or tutor as in need of LD screening
   c. The mechanisms by which student-athletes and staff are made aware of these services.
      Pre-Advising Workshops
      Individual advising meetings
      Meetings with a SASS learning specialist or peer mentor

5. Assistance for at-risk students: Availability including institution-wide assistance.
   a. The specific academic support services offered to student-athletes (if any);
      Weekly academic meetings with an advisor, learning specialist or academic mentor
      Weekly academic reports submitted to the head coach every Friday
      study hall reports and tutoring reports submitted to the head coach every Friday
      Mandatory remedial tutoring
      Study hall requirements based on newcomer status, academic history (transfers), and previous semester GPA
      Regularly scheduled study sessions with a SASS learning specialist
   b. Any policies that govern which students can use these services; and
      All newcomer (freshman or transfer) and continuing at-risk student-athletes
      All remedial SA's
      All newcomer (freshman or transfer) and continuing at-risk student-athletes
      25 most at risk football student-athletes; and 25 most at-risk men's/women's basketball (and other) student-athletes
   c. The mechanisms by which student-athletes and staff are made aware of these services.
6. Academic support facilities: Availability of study rooms, computers and labs.

a. The specific academic support services offered to student-athletes (if any);

   Academic computer lab and study hall (Gadway)

b. Any policies that govern which students can use these services; and

   All student-athletes on one of SJSU’s current 16 athletic rosters may use Gadway
   Any currently enrolled SJSU exhausted eligibility student-athlete may use Gadway

c. The mechanisms by which student-athletes and staff are made aware of these services.

   Pre-Advising Workshops
   Individual advising meetings
   Meetings with a SASS learning specialist or peer mentor


a. The specific academic support services offered to student-athletes (if any);

   High school transcript evaluations addressing NCAA initial eligibility requirements are processed by the Athletics Compliance office (SJSU admissibility comments are added by the Academic Eligibility Coordinator)
   Transfer transcript evaluations are processed by the Academic Eligibility Coordinator (these evaluations include SJSU admissibility comments)

b. Any policies that govern which students can use these services; and

   High School evaluations are done for prospective first time freshman student-athletes prior to an official visit and/or for potential NLI signees
   Transfer evaluations are done for prospective transfers prior to an official visit and/or for potential NLI signees

c. The mechanisms by which student-athletes and staff are made aware of these services.

   The policy is discussed periodically in head coaches’ meetings, compliance educational sessions and is included in the SJSU DIA Policies and Procedures Manual

8. Student-athlete degree selection: Degree program assistance.

a. The specific academic support services offered to student-athletes (if any);

   SASS Athletic Academic Advisors discuss degree selection with student-athletes based on academic interests and strengths. They also convey NCAA academic eligibility considerations linked to certain high unit or low elective majors.
Student-athletes are encouraged to enroll in EDCO 4 to meet their area E general education requirement. This class involves major and career exploration/selection. It is one of the 2 classes comprising the student-athlete summer bridge program.

Student-athletes are encouraged to utilize the SJSU Career Center’s online degree exploration program.

b. Any policies that govern which students can use these services; and

All SJSU student-athlete receiving athletic advising services (currently on a roster)

c. The mechanisms by which student-athletes and staff are made aware of these services.

Pre-Advising Workshops
Individual advising meetings
Meetings with a SASS learning specialist or peer mentor

9. Learning assessments: Provisions for testing and evaluation (e.g., placement testing).

a. The specific academic support services offered to student-athletes (if any);

Learning assessments related to learning disabilities (or differences) are administered the DRC

b. Any policies that govern which students can use these services; and

Any student-athlete who self refers or who is referred by a SASS member to the DRC

c. The mechanisms by which student-athletes and staff are made aware of these services.

Individual advising meetings
Meetings with a SASS learning specialist or peer mentor

10. Success skills: Study skills, note and test taking, writing and grammar skills, time-management skills.

a. The specific academic support services offered to student-athletes (if any);

A series of Self-Assessments covering study skills and life skills is administered to student-athletes as part of their weekly academic meetings

b. Any policies that govern which students can use these services; and

All newcomer (freshman or transfer) and continuing at-risk student-athletes

c. The mechanisms by which student-athletes and staff are made aware of these services.

Individual advising meetings
Meetings with a SASS learning specialist or peer mentor

11. Study hall: Availability, facilities, attendance policies.

a. The specific academic support services offered to student-athletes (if any);

6-10 hours of study hall is required and tracked via the GradesFirst online academic support system
Study hall is available on a drop in basis as well
b. Any policies that govern which students can use these services; and

All newcomer (freshman or transfer) and continuing at-risk student-athletes
All student-athletes on one of SJSU’s current 16 athletic rosters

c. The mechanisms by which student-athletes and staff are made aware of these services.

Team academic meetings
Individual advising meetings
Meetings with a SASS learning specialist or peer mentor

12. First year/transfer orientation: Availability, attendance requirements.

a. The specific academic support services offered to student-athletes (if any);

The San Jose State University Advising and Retention Services office conducts a mandatory freshman orientation and a mandatory transfer orientation prior to first full time enrollment for all students. These orientations address pertinent graduation and retention issues, advising information, campus resources, and college success strategies. Athletics academic advisors meet with freshman student-athletes during the orientation resource fair to discuss specific enrollment issues related to student-athletes. The student-athletes check in with the advisors at the end of orientation to ensure their schedule meets NCAA eligibility requirements.

6 hours+ of academic orientation during the summer bridge program

b. Any policies that govern which students can use these services; and

All newcomer (freshman or transfer) student-athletes participate in the freshman or transfer orientation
All football newcomers and other SA’s in summer bridge

c. The mechanisms by which student-athletes and staff are made aware of these services.

Coaches communicate to their newcomers prior to orientation that they will meet their athletic academic advisor at the resource fair and at Gadway at the end of orientation

The Associate AD for Student Services sends an e-mail to each newcomer explaining the process prior to their scheduled orientation date

Assoc. AD for Student Services and coaches communicate SAs


a. The specific academic support services offered to student-athletes (if any);

6-10 peer mentors administer weekly academic meetings which include study skills and personal development self-assessments. They administer the StrengthsQuest Inventory to their individual SAs, and help them to apply their unique sets of strengths to their success as students and as athletes. They also submit weekly academic reports on their caseloads of student-athletes to the appropriate athletic academic advisors and coaches.

b. Any policies that govern which students can use these services; and

All newcomer (freshman or transfer) and continuing at-risk student-athletes

c. The mechanisms by which student-athletes and staff are made aware of these services.
SASS staff works with coaches to identify and schedule all newcomer (freshman or transfer) and continuing at-risk student-athletes with a peer mentor.

Appointments are scheduled through the GradesFirst online support program utilized by SASS (SA’s receive automated e-mail and text reminders).

14. Posteligibility programs: Availability of scholarships, assistantships and academic support.

a. The specific academic support services offered to student-athletes (if any);
   
   5th year program
   NCAA Degree Completion

b. Any policies that govern which students can use these services; and
   
   All eligible student-athletes apply for a limited number of 5th year positions within the Athletics Department, and process through a rigorous interview process

c. The mechanisms by which student-athletes and staff are made aware of these services.
   
   Coaches’ recommendations
   Athletic Academic Advisors’ recommendations
7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question on the ACS to submit a copy of the institution's most recent academic support services evaluation.]

The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval at least once every four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The comprehensive, written academic support services evaluation must include an evaluation of all services provided to student-athletes. [Note: The list below should provide institutions with a starting point for the evaluation but it is not an exhaustive list. Institutions are required to evaluate all relevant services provided.]

- Academic counseling/advising resources and services;
- Tutoring;
- Academic progress monitoring and reporting;
- Assistance for special academic needs;
- Assistance for at-risk students;
- Academic support facilities;
- Academic evaluation of prospective student-athletes;
- Student-athlete degree selection;
- Learning assessments;
- Success skills;
- Study hall;
- First year/transfer orientation;
- Mentoring;
- Post-eligibility programs; and
- Any other relevant service provided to student-athletes.

The institution must submit a copy of the written evaluation of the academic support services. Please note that institutions that do not have a separate academic support program for student-athletes are not required to ensure that its academic support program for students generally is subject to a comprehensive written evaluation at least once every four years by authorities external to athletics.

The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.
The academic support services offered to student-athletes by the SJSU Athletics Department are coordinated both within Athletics and with related services offered elsewhere on campus. The services are well-organized and supported by all employees in Athletics and other service areas at SJSU. Student-athletes are made aware of these services in many ways including orientation sessions for new student-athletes, handbooks, and meetings with coaches and academic advisers.

Student-Athlete Success Services (SASS) is guided by a mission statement, set of core values and guiding principles, that are communicated to all members of the Athletics Department - both employees and students. A copy of the SASS Mission Statement is included at the end of this Question 7.

This explanation of the academic support services addresses the following areas:
1. Academic counseling/advising resources and services;
2. Tutoring;
3. Academic progress monitoring and reporting;
4. Assistance for student-athletes with special academic needs;
5. Assistance for at-risk student-athletes;
6. Academic support facilities;
7. Academic evaluation of prospective student-athletes;
8. Student-athlete degree selection;
9. Learning assessments;
10. Success skills;
11. Study hall;
12. First year/transfer orientation;
13. Mentoring; and
14. Post-eligibility programs.

General comments: Athletics has made a concerted effort in recent years to address some issues that had led to low graduation rates and low APR figures. The new efforts have established a pervasive culture of focusing on graduation and meeting NCAA eligibility requirements as a minimum standard. Programs focused on helping students to achieve academically at high levels are operating throughout the Athletics program. Many of these programs are described below. In addition, Athletics has worked with the Division of Student Affairs to establish learning outcomes for its programs with a focus on assessment and review to ensure that programs are meeting the unit's goals.

Requirements and objectives are well communicated via workshops, written materials, meetings with coaches and academic advisers, and posted reminders. For example, the "priority triangle" (see below) showing priorities of Athletics Advisement is posted in the Gadway Center (south campus study center) showing that the top priority are the students and within that the priority for students is graduation, the priority with respect to the sport is eligibility and the priority with respect to the school is APR.

The goal is to provide services to all student-athletes. Should there be resource limitations, a system exists for providing services. Priority is given in this order: (1) at-risk student on scholarship, (2) scholarship student who is not at-risk, (3) at-risk walk on and (4) walk on student not at-risk.

San Jose State University
Student-Athlete Success Services
Priority Triangle
Student - Graduation
Sport - eligibility
School - APR

All advisement of student-athletes should take into account these 3 priorities

Goals of the Student-Athlete Success Services (SASS) are also emphasized to students via the following chart that is given to them and posted in the Gadway Center.

San Jose State University
Student-Athlete Success Services
Goals
50% of our student-athletes above a 3.0 GPA
Every team above a 3.0 average GPA
100% eligibility for scholarship student-athletes
925 minimum 4 year average for every team
1. Academic counseling/advising resources and services

The Athletics Department has three academic advisers who help student-athletes get registered, ensuring that they are on track to completing graduation requirements and that their semester schedule coordinates with the practice schedules. Advisers also ensure that the students are registered in sufficient units for NCAA eligibility. The advisers have offices in the Athletics Department.

The process of registering for classes is explained for declared and undeclared students. Declared major students are told to also see their major adviser. Athletics handles General Education advising with the consent of campus advising unit.

With their team, student-athletes attend pre-advising workshops led by the Athletics Department. As part of the Department's assessment process, student-athletes are required to take a quiz after the workshop so the department can verify if students know the key information. The department keeps the quiz results data by question and by team.

Student-athletes are eligible for priority registration per University Policy F09-1 (http://www.sjsu.edu/senate/F09-1.htm).

2. Tutoring

Student-athletes are told of the following system for seeking tutoring services:

- 1st - see the professor;
- 2nd - use any tutoring available in that particular department;
- 3rd - use LARC; and
- 4th - use tutoring arranged by Athletics.

Students in remediation courses have mandatory 2 hours/week/remedial class of tutoring. Athletics works with the Learning Assistance Resource Center (LARC) to arrange for tutors. These tutoring hours count towards the student's required study hall hours.

Athletics has a tutoring training program for its tutors of things they are to do and not do, strategies for success, rules of conduct, and services offered. The tutor's rules of conduct include zero tolerance for cheating or plagiarism, acting in the best interest of the student, no fraternization, maintaining confidentiality, and helping students be responsible for their learning and assignments. Tutors are required to sign a statement indicating they will follow these standards.

All of the tutors are enrolled students at the university.

3. Academic progress monitoring and reporting

Grades First software system is used for progress reporting, study hall tracking, advising tracking, midterm grades, and more. It ties to the university's PeopleSoft system with appropriate encryption. Information is collected twice per semester. Other groups on the campus are looking into software being used more broadly on campus.

A "Student-Athlete Weekly Academic Objectives" form is completed for each student and available for coaches and advisers in helping students to set and meet their objectives for each class (see sample form at end of this question).

All new students and other students whom advisers and coaches deem it appropriate, are required to meet with their assigned athletic academic adviser, learning specialist or peer advisor at least once per week.

Some coaches perform class attendance checks. SJSU has a policy not to grade on attendance; thus, no faculty records are kept on attendance.

4. Assistance for student-athletes with special academic needs

Athletics relies on the SJSU Disability Resource Center (DRC) to identify needs of any student-athletes and requires that these students work directly with the DRC. Athletics has learning specialists separate from the DRC to help student-athletes meet their course assignments.

5. Assistance for at-risk student-athletes

At-risk students (newcomers and continuing at risk students (those with a GPA of 2.79 or below)) must meet weekly with their academic adviser or learning specialist and a weekly progress report is prepared and given to the coach. This is described in the written procedures for study hall. If there is any concern about a possible learning disability, the student is encouraged to go to the DRC.

6. Academic support facilities
The Gadway Center in the Simpkins Center has quiet study space, computers, tutors and other advisers.

7. Academic evaluation of prospective student-athletes

Athletics has created evaluation forms for support staff for both frosh and transfer students. Elizabeth Jarnigan reviews the completed forms. These forms are then given to the coaches.

8. Student-athlete degree selection

Student-athletes are required to work with their major advisers and to use information provided on the SJSU Career Center website to assist with degree selection. Athletics helps when eligibility or flexibility of scheduling is at issue. For example, some majors have electives that offer no flexibility so they will conflict with practice and games. In that case, advisers work with the student-athlete on scheduling or perhaps review of related majors that offer better degree attainment options.

9. Learning assessments

Students with learning disabilities or suspected of having them are referred to the Disability Resource Center (DRC). Other students in need of assistance beyond tutoring and advising are referred to the education counselors in Counseling Department.

10. Success skills

"Operation Graduation" is a program developed by the Athletics Department and all student-athletes are required to participate in it. This means that they must keep track of their courses and grades to help them keep track to graduation and help with advising. As part of "Operation Graduation," students are required to maintain a daily schedule that shows their classes, practices and other assignments. Each student-athlete is to complete a "Personal Eligibility and Graduation Planner" (see below) to help them see what is required for the current academic year and beyond.

All new students have topics in their weekly meetings during their first semester (part of meeting with tutor and adviser) that focus on various student success skills. Students do a self-assessment for these skills with a software-based tool that identifies areas of strengths and how to utilize them best. Tutors also help students identify their strengths and how to improve them. Skill areas include concentration, time management, stress management, note-taking, being prepared, how to use textbooks, test-taking skills and goal setting.

Student-athletes are told the difference between NCAA eligibility and what is required to graduate. They are given a copy of the following diagram to illustrate SJSU versus NCAA graduation requirements.

The Athletics Department tells students they are to focus on the higher and stricter graduation benchmarks so they are on track to graduate rather than only meet NCAA eligibility. For example, while 2.0 is a sufficient GPA for NCAA eligibility, a 3.0 is a better graduation target. Similarly, rather than focus on 6 units per semester, 15 units is needed to be on track for 4-year graduation. Athletics also emphasizes the 3.0 concept. That is, students need to maintain a 3.0 GPA and students are reminded how to stay at that minimum, such as being told "don't get less than a B and if do get a C, need to get an A to offset it."

11. Study hall

The tutoring and study hall area in the Gadway Center is available Sunday through Friday. All new students are required to have six to ten hours of study hall per week. The specific number of hours will depend on the student's academic record and the discretion of staff and coaches.

Study hall time for continuing students depends on their GPA and the advisers and coaches. Generally, the system is:

- 2.80 GPA or higher ? no required study hall
- 2.50 GPA to 2.79 GPA ? 4 hours of study hall
- 2.10 GPA to 2.49 GPA ? 6 hours of study hall
- 2.09 GPA and below ? 8 ? 10 hours of study hall
Hours spent studying in the Gadway Center, LARC or the DRC count towards study hall hours. Students receive time for study hall only if they both sign in and sign out. Head coaches and academic liaison receive the prior week's study hall report every Monday morning.

12. First year/transfer orientation

There is an all student-athlete orientation program on the day before classes begin in fall to cover special things the students need to know beyond the mandatory campus orientation required of new frosh and transfer students.

Written orientation materials are provided to the students and cover such things as how many units they need to be enrolled in throughout their time at SJSU to meet NCAA eligibility and be on track to graduation.

13. Mentoring

Tutors (who are all students) are a key part of the mentoring program, along with coaching staff.

14. Post-eligibility programs

Any students on a roster or have exhausted eligibility but are still enrolled to complete their degree. Interested students need to apply for a fifth year scholarship. If they get the scholarship, they must work 20 hours per week for the department.

Assessment

Athletics performed an assessment in January 2011 of needs and discovered:

- Athletics performs assessments on pass rates of student-athletes in remedial courses. For LLD remedial courses, pass rates have increased from 79% in Fall 2008 to 90% in Fall 2010. There have also been increases in math, but not as consistent as for LLD (writing).

- The Athletics Board chair Annette Nellen (professor in the College of Business) performed a review of selected student support services through a meeting with Elizabeth Jarnigan, Associate Athletics Director for Student-Athlete Academic Services, and a visit to the Gadway Center. In addition, she asked questions of three groups connected with student-athlete success. The findings are summarized below.

- Athletics SASS: Per Elizabeth Jarnigan, the student success programs are working well and everyone in Athletics supports the programs. A few areas are in need of improvement:
  - Study hall and tutoring facilities: The Gadway Center has many helpful features, but also some weaknesses such as foot traffic due to its location and lacks individual study rooms. There is also a need more computers and electric outlets. Athletics is working the Provost's Office to identify additional space on campus to utilize.
  - There is a need for more and better qualified tutors. Athletics is working with LARC and on its own to hire more tutors.

- University Council of Chairs and Directors (UCCD): UCCD chair Stephanie Coopman (Chair of the Comm Studies Department) reported that no issues regarding Athletics or student-athletes had been raised at any recent UCCD meetings. She noted that in her role as department chair, she had found the advisers in Athletics to be quite responsive and that they seem to keep the students on track.

- LARC: Alice Ting, Director of LARC noted that LARC keeps track of the attendance of student-athletes at LARC and reports the information to Elizabeth Jarnigan. She also noted that LARC Tutorial Coordinator, Karin Winnard works with Elizabeth Jarnigan to coordinate the assignment of LARC tutors to cover the requested subjects and hours. She noted that LARC tutors are required to meet the center's policies and guidelines which includes only being eligible to work in LARC upon successful completion of required training and demonstrated understanding and practice that promotes both content acquisition and student development. Tutors hired directly by Athletics, are not required to meet the same recruitment and training requirements.

- DRC: Cindy Mirota, Associate Director of the DRC, stated that student-athletes do not have any difficulty meeting with DRC counselors and obtaining comprehensive services such as disability management, academic advising, curriculum accommodations, Learning Disability assessment, alternative media, adaptive technology training and use of the Adaptive Technology Center (ATC). She noted a few areas in need of improvement:
  - Athletics allows student-athletes to use hours training and/or working in the ATC towards their tutoring hours. There is minimal to zero retention, depending on the student-athlete, in this area. This is a valuable service for the users particularly given that the students' functional limitations are supported when the student utilizes the ATC.
2. Sometimes, student-athletes who request testing accommodations for an on-line course from another institution, do not show up to take the exam, or cancel.

3. A large majority of student-athletes continue to request services/accommodations but do not use the support.

4. Some EO 665 students do not meet with DRC academic advisors on a semester basis regarding extensions for remediation; as a result, counselors see students on crisis mode making it difficult to assist them.

Ms. Mirota also noted potential difficulty on behalf of student-athletes regarding Learning Disability (LD) assessments. She noted that the CSU is not required to provide LD assessment which means that students must provide LD documentation from an outside licensed professional which can be too expensive for most students to be able to afford. However, the SJSU DRC is one of the few CSU disability programs that provides cost free LD assessment to enrolled students. DRC’s Educational Psychologist is contracted two days/week to provide Learning Disability assessment and interpretation; additionally DRC provides assessment to update student LD documentation. As the budget continues to be reduced, this service will mostly likely be cut and no longer offered to students. Should this occur, all students will be required to go off-campus for assessment and would not be eligible for DRC services/accommodations until documentation from a licensed professional familiar with CSU assessment requirements is obtained. Ms. Mirota stated: “Losing funding for LD assessment would be a monumental loss for students who would otherwise be academically successful with DRC support.”

San Jose State University
Student-Athlete Success Services
Mission Statement

Mission
the mission of Student-Athlete Success Services (SASS) is to provide quality programming aimed at developing well-rounded student-athletes at San Jose State University. Graduation, and preparation for life beyond graduation, is the ultimate goals. Specifically, SASS aims to promote student-athlete academic achievement and personal accountability. SASS also works to ensure that all student-athletes understand and maintain compliance with NCAA, WAC, and SJSU rules and regulations. In doing so, we believe we are preparing our student-athletes for the vast array of opportunities their futures hold for them.

Core Values
Respect
Accountability
Commitment
Development
Teamwork
Achievement
Integrity

Guiding Principles
SUCCESS
Student Development - SASS promotes student development through ChAMPS/Life Skills program and the Student-Athlete Advisory Committee (SAAC).

Unique - SASS programming takes into consideration the unique issues specifically related to student-athletes.

Community - Community involvement and appreciation for diversity is embraced and promoted.

Compliance - SASS upholds and promotes the NCAA, WAC, and SJSU standards for integrity.

Education - SASS consults with and educates about the various departments on campus where student-athletes may obtain support.

Self-sufficiency - Student-athletes should develop self-sufficiency, personal responsibility, and the ability to make informed decisions.

Standards - Graduation is the expected standard for all student-athletes.

Student-Athlete Weekly Academic Objectives
Name_____________________ Team______________ Week_______________
Strengths: ____________________________
Class ________________ Semester Goal __________________________
Objectives 1. ___________________________________________________
Objectives 2. ___________________________________________________
Objectives 3. ___________________________________________________
Objectives 4. ___________________________________________________
Objectives 5. ___________________________________________________

Class ________________ Semester Goal __________________________

Objectives 1. ___________________________________________________
Objectives 2. ___________________________________________________
Objectives 3. ___________________________________________________
Objectives 4. ___________________________________________________
Objectives 5. ___________________________________________________

Class ________________ Semester Goal __________________________

Objectives 1. ___________________________________________________
Objectives 2. ___________________________________________________
Objectives 3. ___________________________________________________
Objectives 4. ___________________________________________________
Objectives 5. ___________________________________________________

Class ________________ Semester Goal __________________________

Objectives 1. ___________________________________________________
Objectives 2. ___________________________________________________
Objectives 3. ___________________________________________________
Objectives 4. ___________________________________________________
Objectives 5. ___________________________________________________

Class ________________ Semester Goal __________________________

Directions: Record 3-5 objectives (tasks) per class for this week. You may include athletic and personal objectives as well. Objectives are the small steps you need to take to reach your goals for the semester. Check off the objectives when you complete the task.

Examples of appropriate objectives:
Read Ch. 1 of Geology and create a key term and phrases list.
Write thesis and complete pre-writing organizer for ENGL 1A.
Complete 3-5 page draft of paper for ENG 1A
Complete homework #2 for BIOL 10 lab.
Reorganize notes to prepare for PSYC 1 exam

Examples of objectives that are not measurable or are too vague:
Read Ch. 1-3
Work on paper
Study for exam

List of attachments

1. Academic Support Services Evaluation.doc
8. Identify the academic authorities outside the department of athletics responsible for conducting the institution's academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution's most recent academic support services evaluation.

The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

The San Jose State University Athletics board is the university committee that has been charged with conducting the evaluation of the athletics department academic support services. The Athletics board is a nine-person advisory committee appointed by the President of the University in consultation with the University Academic Senate. The Board is composed of five faculty members (including the Faculty Athletics Representative ? FAR), three student members (including the student body president or her/his designee) and the President of the Spartan Foundation or her/his designee.

The Athletics Board is an advisory board to the President of the University and has the responsibility to promote effective programs of athletics, to protect the environmental and educational rights of athletes, and to insure the integrity of the university community. The Board has the special responsibility of relating the programs of athletics to the objectives of the university.

The members of the board are chosen because of the expertise in respect to programs of athletic, as well as for their understanding and appreciation of the place and role of athletics in higher education.

The Athletics board conducted its latest evaluation of academic support services for SJSU student-athletes in the spring of 2011, approving a written report from the board's chair (Annette Nellen) and board member (Bill Campsey ? FAR) in May 2011.

9. If the institution used an outside individual or entity (e.g., conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority's involvement in the academic support services evaluation.

San Jose State University did not use an outside entity to assist in the coordination or facilitation of the most recent academic support services evaluation conducted in the spring of 2011.

10. Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine any necessary corrective actions. In addition, identify the individuals involved in this review.

The institution must involve a broad group of on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the comprehensive, written evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.

As part of the Cycle 3 Certification self-study process, the institution's most recent academic support services evaluation was reviewed by the Associate Vice President for Student Academic Success Services (Maureen
Scharberg) and FAR (Bill Campsey). Their findings were presented to the Division of Athletics Senior Staff, Athletics Board, and the Provost and Vice-President for Academic Affairs for consideration, recommendations and approval in May 2011.

11. Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Provide:

   a. The plan(s) or action(s) implemented; and
   b. The date(s) of actions taken or specific timetable(s) for completion of the plan(s).

The Academic Support Services issues that were identified during the Self-Study via a needs assessment survey (administered to head coaches) are listed below along with the relevant corrective plan for implementation.

<table>
<thead>
<tr>
<th>Academic Support Services</th>
<th>Issue(s) in Self Study</th>
<th>Need more tutors</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
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Measurable Goals
Increase tutoring pool to include tutors for specific classes beyond just math and English

Steps to Achieve Goals
Create a new position, Tutoring/Study Hall Coordinator for Student-Athlete Success Services

Work with the university's Learning Assistance Resource Center LARC to increase the number and variety of tutors available to Gadway

Build a core group of tutors reporting directly to Student-Athlete Success Services

Individuals Responsible for Implementation
Associate VP, SASS
Director, Student-Athlete Success Services
Tutoring/Study Hall Coordinator
Director, Student-Athlete Success Services
Tutoring/Study Hall Coordinator

Specific Timetable for Completing Work
Pilot with an intern in Spring 2011
Full hire by Fall 2011
Begin in Spring 2011
Reach full staffing by Fall 2012
Begin in Spring 2011
Reach full staffing by Fall 2012
Steps to Achieve Goals
Selectively interview candidates for Gadway tutoring positions

Individuals Responsible for Implementation
Associate VP, SASS
Director, Student-Athlete Success Services
Tutoring/Study Hall Coordinator

Specific Timetable for Completing Work
Program development beginning in Spring 2011
Piloted Fall 2010
Full implementation by Fall 2011

Academic Support Services
Issue(s) in Self Study
Lack of instructor participation in academic progress reporting

Measurable Goals
Increase % of instructor participation (currently 47%)

Steps to Achieve Goals
Work with the Provost's Office to formally adopt the GradesFirst Academic tracking program for the entire university as part of the larger Graduation and Retention initiative
Reach out to Department Chairs, Academic Senate, and individual Faculty through meetings and presentations

Individuals Responsible for Implementation
Associate VP, SASS
Director, Student-Athlete Success Services
Athletic Academic Advisors

Specific Time Table for Completing Work
Began Fall 2010
Full implementation by Fall 2012
Began in Spring 2010
Ongoing?

Academic Support Services
Issue(s) in Self Study
Academic Support space is limited and used for multiple purposes

Measurable Goals
Obtain a well-designed, feasible series of spaces for study, research and tutoring

Steps to Achieve Goals
Move Student-Athlete Success Services away from the constant FB traffic flow
Create specific spaces for study hall, silent study, and tutoring

Individuals Responsible for Implementation
Associate VP, SASS
Director, Student-Athlete Success Services
Director of Athletics

Specific Timetable
Fall 2012
Academic Support Services
Issue(s) in Self Study
Study hall is often overcrowded and loud during the evening

Measurable Goals
Obtain a well-designed, feasible series of spaces for study, research and tutoring
Encourage the use of university support spaces outside of Gadway to earn study hall credit
Create a new position, Tutoring/Study Hall Coordinator for SASS

Steps to Achieve Goal
Move Student-Athlete Success Services away from the constant FB traffic flow
Further develop relationships with other university support service units: Writing Center, LARC, DRC, College Advising centers

Individuals Responsible for Implementation
Director of Athletics
Associate VP, SASS
Director, Student-Athlete Success Services
Director of Athletics

Specific Timetable for Completing Work
Fall 2012
Fall 2010
Ongoing
Pilot with an intern in Spring 2011
Full hire by Fall 2011

12. List all APR Improvement Plans developed and approved by the institution for any team if required by the Committee on Academic Performance. In each case, provide:

   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The institution must provide evidence that the most recent APR Improvement Plans developed and approved by the institution during the previous self-study or as required by the Committee on Academic Performance have been implemented. If the plan(s) was modified or not fully implemented, the institution must provide a written explanation prepared and approved by appropriate institutional authorities.

1. Original Plan

Since the Cycle 2 certification decision was rendered, several plans for improvement have been developed by the university as a result of the NCAA Division I Academic performance Program (APP) Data Review process.
San Jose State's 2008 APR report, which contained data for the 2006-2007 academic year, included six teams under the historical penalty benchmark (900) and one team under the contemporaneous penalty benchmark (925):

2008 APR Plans for Improvement
- Baseball (864)
- Men's Basketball (886)
- Men's Cross Country (837)
- Football (865)
- Men's Soccer (867)
- Women's Basketball (888)
- Men's Golf (914)

San Jose State's 2009 APR report, which contained data for the 2007-2008 academic year, included two teams under the historical penalty benchmark (900), and three teams under the contemporaneous penalty benchmark (925):

2009 APR Plans for Improvement
- Football (837)
- Men's Soccer (877)
- Baseball (905)
- Men's Basketball (902)
- Women's Basketball (912)

San Jose State's 2010 APR report, which contained data for the 2008-2009 academic year, included three teams under the historical penalty benchmark (900), and no teams under the contemporaneous penalty benchmark (925):

2010 APR Plans for Improvement
- Men's Basketball (909)
- Football (910)
- Women's Basketball (913)

Goals, steps taken to achieve the goals, and the dates steps were completed for each team's plan for improvement are consolidated by year and provided below. The goals have been accomplished, and have become part of the ongoing policies and procedures with regard to academic integrity within SJSU Athletics. Therefore, part d (An explanation for any partial or non-completion of the original goal(s) and/or step(s) to achieve) is not necessary.

Note: The most important aspect of SJSU's APR improvement plans is that steady improvement in APR scores has been demonstrated over the past several years. The NCAA recognized SJSU's plans for improvement, and the resulting positive APR progress, by including our FAR and Assistant AD for Academics as presenters on the topic at the 2009 NCAA National Convention.

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Basketball
Men's Soccer
Women's Basketball
a. The original goal(s)
Reduce # of special admits recruited
2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Basketball
Men's Cross Country
Men's Golf
Men's Soccer
Women's Basketball
a. The original goal(s)
Reduce # of grades below "C"

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Basketball
Men's Cross Country
Men's Golf
Women's Basketball
a. The original goal(s)
Reduce # of SAs who don't complete degree within 5 years

2008 SJSU APR Improvement Plan - Sport
Baseball
a. The original goal(s)
Reduce the # of 3rd year 2 year college transfers

2008 SJSU APR Improvement Plan - Sport
Baseball
a. The original goal(s)
Reduce the # of athletes who transfer

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Cross Country
Men's Golf
Men's Soccer
Women's Basketball
a. The original goal(s)
Reduce the # of athletes who do not complete their degree

2008 SJSU APR Improvement Plan - Sport
Football
Men's Cross Country
a. The original goal(s)
Reduce missed class time

2008 SJSU APR Improvement Plan - Sport
Football
Men's Basketball
Men's Cross Country
Men's Golf
Men's Soccer
a. The original goal(s)
Improve organization and note-taking skills
2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Cross Country
Men's Golf
Men's Soccer
Women's Basketball
a. The original goal(s)
Decrease # of SAs who don't complete remediation

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Maintain low % of special admits

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Reduce # of grades below "C"

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Reduce # of SAs who don't complete degree within 5 years

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Reduce the # of athletes who don't graduate their last term of eligibility.

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Increase # of SAs who take advantage of priority registration

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Institute a prospective SA transcript evaluation process as part of the recruiting process.

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Create an implement a class attendance policy with an effective penalty structure.

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Decrease # of SAs who don't complete remediation

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Maintain low % of special admits
2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Reduce # of grades below C

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Reduce # of SAs who don’t complete degree within 5 years

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Reduce the # of athletes who don’t graduate their last term of eligibility.

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Increase # of SAs who take advantage of priority registration

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Create and implement a class attendance policy with an effective penalty structure.

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
a. The original goal(s)
Decrease # of SAs who don’t complete remediation

**Action**

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Basketball
Men's Soccer
Women's Basketball
b. The step(s) taken to achieve the goal(s)
Review special admit requests and track performance. Use prior success or lack thereof as factor in # allowed

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Basketball
Men's Cross Country
Men's Golf
Men's Soccer
Women's Basketball
b. The step(s) taken to achieve the goal(s)
Increased required study hours for those below 2.3
2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Basketball
Men's Cross Country
Men's Golf
Women's Basketball
b. The step(s) taken to achieve the goal(s)
Exhausted SAs meet with assistant AD for Academics for progress monitoring. Advisors include graduation within 5 years as part of regular evaluation.

2008 SJSU APR Improvement Plan - Sport
Baseball
b. The step(s) taken to achieve the goal(s)
Add Academic recommendations on NLI approval form

2008 SJSU APR Improvement Plan - Sport
Baseball
b. The step(s) taken to achieve the goal(s)
Coaches recruit fewer out-of-state SAs.

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Cross Country
Men's Golf
Men's Soccer
Women's Basketball
b. The step(s) taken to achieve the goal(s)
Assist AD for Academics monitors exhausted SAs

2008 SJSU APR Improvement Plan - Sport
Football
Men's Cross Country
b. The step(s) taken to achieve the goal(s)
Check class attendance regularly

2008 SJSU APR Improvement Plan - Sport
Football
Men's Basketball
Men's Cross Country
Men's Golf
Men's Soccer
b. The step(s) taken to achieve the goal(s)
Coaches monitor Operation Graduation program on a weekly basis

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Cross Country
Men's Golf
Men's Soccer
Women's Basketball
b. The step(s) taken to achieve the goal(s)
Increase tutoring resources.
Make remedial tutoring mandatory.
2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
b. The step(s) taken to achieve the goal(s)
Review special admit requests and track performance. Use prior success or lack thereof as factor in # allowed

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
b. The step(s) taken to achieve the goal(s)
Move to scheduled study time for these teams, and increased monitoring by members of coaching staffs.

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
b. The step(s) taken to achieve the goal(s)
Athletic Advising institutes 4-year graduation plans for SAs (2-year for transfers).

2009 SJSU APR Improvement Plan - Sport
Football
b. The step(s) taken to achieve the goal(s)
Institute a registration training program as part of a Pre-Advising workshop by Athletic Advisors.
Submit a <12 report to each head coach the day after priority registration.
Give Spartan Cup bonus points to teams fully enrolled on the 1st day of priority registration.

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
b. The step(s) taken to achieve the goal(s)
Create form for initial and transfer eligibility evaluation which includes SJSU admissibility as well as NCAA eligibility standards.

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
b. The step(s) taken to achieve the goal(s)
Write a policy and include it on the SJSU GIA form.

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
b. The step(s) taken to achieve the goal(s)
Increase tutoring attendance from 50% to 80%.

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
b. The step(s) taken to achieve the goal(s)
Review special admit requests and track performance. Use prior success or lack thereof as factor in # allowed.
Academic Integrity

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
b. The step(s) taken to achieve the goal(s)
Establish weekly academic meetings with Peer Tutors for all newcomers and continuing “at-risk” SAs.

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
b. The step(s) taken to achieve the goal(s)
Athletic Advising institutes 4-year graduation plans for SAs (2-year for transfers).

2010 SJSU APR Improvement Plan - Sport
Football
b. The step(s) taken to achieve the goal(s)
Institute a registration training program as part of a Pre-Advising workshop by Athletic Advisors.
Submit a <12 report to each head coach the day after priority registration.
Give Spartan Cup bonus points to teams fully enrolled on the 1st day of priority registration.

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
b. The step(s) taken to achieve the goal(s)
Create form for initial and transfer eligibility evaluation which includes SJSU admissibility as well as NCAA eligibility standards.

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
b. The step(s) taken to achieve the goal(s)
Write the policy into the Grant-In-Aid

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
b. The step(s) taken to achieve the goal(s)
Increase tutoring attendance from 50% to 80%

Action Date

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Basketball
Men's Soccer
Women's Basketball
b. The date step was completed
'07-'08 and ongoing
Academic Integrity

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Basketball
Men's Cross Country
Men's Golf
Men's Soccer
Women's Basketball
c. The date step was completed
'07-‘08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Basketball
Men's Cross Country
Men's Golf
Women's Basketball
c. The date step was completed
'07-‘08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Baseball
Men's Cross Country
Men's Golf
Men's Soccer
Women's Basketball
c. The date step was completed
'07-‘08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Cross Country
Men's Golf
Men's Soccer
Women's Basketball
c. The date step was completed
'07-‘08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Football
Men's Cross Country
c. The date step was completed
'07-‘08 and ongoing

2008 SJSU APR Improvement Plan - Sport
Football
Men's Basketball
Men's Cross Country
Men's Golf
Men's Soccer
c. The date step was completed
'07-‘08 and ongoing
Academic Integrity

2008 SJSU APR Improvement Plan - Sport
Baseball
Football
Men's Cross Country
Men's Golf
Men's Soccer
Women's Basketball
c. The date step was completed
'07-'08 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
'08-'09 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
'08-'09 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
'08-'09 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
'08-'09 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
'08-'09 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
'08-'09 and ongoing

2009 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
'08-'09 and ongoing

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
'09-'10 and ongoing
2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
'08-'09 and ongoing

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
'08-'09 and ongoing

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
'09-'10 and ongoing

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
'08-'09 and ongoing

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
Fall 2009

2010 SJSU APR Improvement Plan - Sport
Football
Men's Soccer
c. The date step was completed
'08-'09 and ongoing

**Explanation for partial or non-completion**

The goals have been accomplished, and have become part of the ongoing policies and procedures with regard to academic integrity within SJSU Athletics. Therefore, part d (An explanation for any partial or non-completion of the original goal(s) and/or step(s) to achieve) is not necessary.

13. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 2.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

There were no plans for improvement developed during the current self-study process for Operating Principle 2.2.
### Issues in the Self-Study

<table>
<thead>
<tr>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
</table>
| Need more tutors.                  | Create a new position, Tutoring/Study Hall Coordinator for Student-Athlete Success Services.  
Work with the university's Learning Assistance Resource Center (LARC) to increase the number and variety of tutors available to Gadway.  
Build a core group of tutors reporting directly to Student-Athlete Success Services. | Associate VP, SASS.  
Director, Student Athlete Success Services.  
Director, Student-Athlete Success Services.  
Tutoring/Study Hall Coordinator.  
Tutoring/Study Hall Coordinator. | Pilot with an intern in Spring 2011.  
Full hire by Fall 2011.  
Begin in Spring 2011.  
Reach full staffing by Fall 2012.  
Begin in Spring 2011.  
Reach full staffing by Fall 2012. |
| Need to increase experience and training of tutors. | Selectively interview candidates for Gadway tutoring position.  
Join Academic Affairs' Peer Advisor training initiative to include specific training for NCAA rules.  
Develop the Student-Athlete Success Services Peer Tutoring training program. | Associate VP, SASS.  
Director, Student Athlete Success Services.  
Tutoring/Study Hall Coordinator. | Program development beginning in Spring 2011.  
Piloted Fall 2010.  
Full implementation by Fall 2011. |
<table>
<thead>
<tr>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of instructor participation in academic progress reporting.</td>
<td>Increase % of instructor participation (currently 47%).</td>
<td>Work with the Provost's Office to formally adopt the GradesFirst Academic tracking program for the entire university as part of the larger Graduation and Retention initiative. Reach out to Department Chairs, Academic Senate, and individual Faculty through meetings and presentations.</td>
<td>Associate VP, SASS. Director, Student-Athlete Success Services. Director, Student-Athlete Success Services. Athletic Academic Advisors.</td>
<td>Begun Fall 2010. Full implementation by Fall 2012. Begun in Spring 2010. Ongoing....</td>
</tr>
<tr>
<td>Academic Support space is limited and used for multiple purposes.</td>
<td>Obtain a well-designed, feasible series of spaces for study, research and tutoring.</td>
<td>Move Student Athlete Success Services away from the constant FB traffic flow. Create specific spaces for study hall, silent study, and tutoring.</td>
<td>Associate VP, SASS. Director, Student-Athlete Success Services. Director of Athletics.</td>
<td>Fall 2012.</td>
</tr>
<tr>
<td>Study hall is often overcrowded and loud during the evening.</td>
<td>Obtain a well-designed, feasible series of spaces for study, research and tutoring. Encourage the use of university support spaces outside of Gadway to earn study hall credit. Create a new position, Tutoring/Study Hall Coordinator for SASS.</td>
<td>Move Student-Athlete Success Services away from the constant FB traffic flow. Further develop relationships with other university support service units: Writing Center, LARC, DRC, College Advising centers.</td>
<td>Director of Athletics. Associate VP, SASS. Director, Student-Athlete Success Services. Director of Athletics.</td>
<td>Fall 2012. Fall 2010 Ongoing Pilot with an intern in Spring 2011. Full hire by Fall 2011.</td>
</tr>
</tbody>
</table>
Special-Admissions

FOR FIRST-YEAR STUDENTS GENERALLY
AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID

1. Indicate the numerical percentage of entering first-year students who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first and include all first-year students entering the institution during the year.

   Column 1. Calculate this percentage by dividing the number of all entering first-year students who were admitted through special exception provisions by the total number of entering first-year students.

2. Indicate the numerical percentage of first-year student-athletes receiving athletics aid* who were admitted through special exception provisions during the four most recent academic years. Include nonqualifiers who were ineligible for aid. List the most recent academic year's data first.

   Column 2. Calculate this percentage by dividing the number of entering first-year student-athletes receiving athletics aid* who were admitted through special exception provisions by the total number of entering first-year students.

<table>
<thead>
<tr>
<th>Year</th>
<th>All First-Year Students</th>
<th>All First-Year Student-Athletes on Athletics Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1.1%</td>
<td>9.2%</td>
</tr>
<tr>
<td>2009</td>
<td>6.7%</td>
<td>5.8%</td>
</tr>
<tr>
<td>2008</td>
<td>9.1%</td>
<td>5.9%</td>
</tr>
<tr>
<td>2007</td>
<td>9%</td>
<td>11.6%</td>
</tr>
</tbody>
</table>

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: Elizabeth Jarnigan
Title: Associate AD, Student Services
Special-Admissions by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID BY SPORTS GROUP

1. Indicate the total number of entering first-year student-athletes receiving athletics aid * by sport group who were admitted through special exception provisions during the four most recent academic years. List the most recent academic year's data first.

2. Indicate the total number of entering first-year student-athletes receiving athletics aid *. List the most recent academic year's data first.

<table>
<thead>
<tr>
<th>Year</th>
<th>All First Year Student-Athletes</th>
<th>Baseball</th>
<th>Men's Basketball</th>
<th>Football</th>
<th>Men's Track/ Cross Country</th>
<th>Men's Other Sports and Mixed Sports</th>
<th>Women's Basketball</th>
<th>Women's Track/ Cross Country</th>
<th>Women's Other Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>14</td>
<td>79</td>
<td>3</td>
<td>13</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>16</td>
<td>1</td>
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<td>2</td>
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<tr>
<td>2008-2009</td>
<td>10</td>
<td>92</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>18</td>
<td>0</td>
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<tr>
<td>2007-2008</td>
<td>12</td>
<td>95</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>17</td>
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<td>8</td>
<td>11</td>
<td>19</td>
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<td>3</td>
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<tr>
<td>2006-2007</td>
<td>24</td>
<td>89</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>8</td>
<td>11</td>
<td>19</td>
<td>0</td>
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</tbody>
</table>

*Institutions that do not award athletics aid should compile this data for first-year student-athletes who were recruited, in accordance with NCAA Division I Bylaw 13.02.12.1.

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: Elizabeth Jarnigan
Title: Associate AD, Student Services
## Test Scores by Gender

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male Students</th>
<th>Male Student Athletes</th>
<th>Female Students</th>
<th>Female Student Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
</tr>
<tr>
<td>Average Standardized Test Score</td>
<td>2009-2010</td>
<td>1037</td>
<td>1218</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td>2008-2009</td>
<td>1031</td>
<td>1706</td>
<td>1046</td>
</tr>
<tr>
<td></td>
<td>2007-2008</td>
<td>1022</td>
<td>1508</td>
<td>931</td>
</tr>
<tr>
<td></td>
<td>2006-2007</td>
<td>1028</td>
<td>1245</td>
<td>943</td>
</tr>
</tbody>
</table>

Name of person completing this chart: Elizabeth Jarnigan  
Title: Associate AD, Student Services
Test Scores by Racial or Ethnic Group - Old Race/Ethnicity Categories Chart (IPEDS)

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

<table>
<thead>
<tr>
<th>Racial or Ethnic Group - All Entering First-year Students</th>
<th>Am. Ind./AN</th>
<th>Asian/PI</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>NR Alien</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1014</td>
<td>15</td>
<td>1006</td>
<td>1206</td>
<td>916</td>
<td>233</td>
<td>942</td>
</tr>
<tr>
<td>2008-2009</td>
<td>989</td>
<td>18</td>
<td>1000</td>
<td>1151</td>
<td>906</td>
<td>254</td>
<td>940</td>
</tr>
<tr>
<td>2007-2008</td>
<td>1076</td>
<td>15</td>
<td>994</td>
<td>912</td>
<td>910</td>
<td>216</td>
<td>941</td>
</tr>
</tbody>
</table>

Racial or Ethnic Group - All Entering First-year Student Athletes on Aid

| Year | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students | Score | # of Students |
| 2009-2010 | 0 | 943 | 5 | 859 | 16 | 927 | 12 | 1008 | 52 | 845 | 2 | 995 | 2 |
| 2008-2009 | 1005 | 2 | 961 | 12 | 960 | 16 | 893 | 12 | 1028 | 45 | 0 | 0 |
| 2006-2007 | 0 | 985 | 7 | 900 | 22 | 838 | 7 | 1001 | 29 | 3 | 947 | 4 |

Name of person completing this chart: Elizabeth Jarnigan
Title: Associate AD, Student Services
### Test Scores by Racial or Ethnic Group - New Race/Ethnicity Categories Chart (IPEDS)

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

<table>
<thead>
<tr>
<th>Racial or Ethnic Group - All Entering First-year Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Ind./AN</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td>2009-2010</td>
</tr>
<tr>
<td>2008-2009</td>
</tr>
<tr>
<td>2007-2008</td>
</tr>
<tr>
<td>2006-2007</td>
</tr>
</tbody>
</table>

**Average Standardized Test Score**

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
<th># of Students</th>
<th>Score</th>
<th># of Students</th>
<th>Score</th>
<th># of Students</th>
<th>Score</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>1010</td>
<td>2</td>
<td>1017</td>
<td>917</td>
<td>886</td>
<td>126</td>
<td>953</td>
<td>552</td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
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### Racial or Ethnic Group - All Entering First-year Student Athletes on Aid

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<tr>
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<tr>
<td>Am. Ind./AN</td>
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**Average Standardized Test Score**

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<th>Score</th>
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Name of person completing this chart: Elizabeth Jarnigan
Title: Associate AD, Student Services
### Test Scores and GPA by Sport

**FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID**

<table>
<thead>
<tr>
<th>Year</th>
<th>Sport Group</th>
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<th>Men’s Basketball</th>
<th>Baseball</th>
<th>Men’s Track/Cross Country</th>
<th>Men's Other Sports and Mixed Sports</th>
<th>Women’s Basketball</th>
<th>Women’s Track/Cross Country</th>
<th>Women’s Other Sports</th>
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<td># of Students</td>
<td>Core GPA</td>
<td>Core GPA</td>
<td>Core GPA</td>
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</tr>
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<td>16</td>
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<tr>
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<td>8</td>
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### Average Core-Course GPA

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<th>Baseball</th>
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<th>Men's Other Sports and Mixed Sports</th>
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<th>Women’s Track/Cross Country</th>
<th>Women’s Other Sports</th>
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<td>16</td>
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<td>2008-2009</td>
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<th>Baseball</th>
<th>Men’s Track/Cross Country</th>
<th>Men's Other Sports and Mixed Sports</th>
<th>Women’s Basketball</th>
<th>Women’s Track/Cross Country</th>
<th>Women’s Other Sports</th>
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<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
<td>Score</td>
<td># of Students</td>
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<td>2006-2007</td>
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Name of person completing this chart: Elizabeth Jarnigan
Title: Associate AD, Student Services
Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart
- 2008-2009 NCAA Federal Graduation Rates Report

<table>
<thead>
<tr>
<th>All Students</th>
<th>FGR</th>
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<td>Student Athletes</td>
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<tr>
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<td>41%</td>
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</table>
### Federal Graduation Rates by Racial and Ethnic Group

#### Information obtained to complete this chart
- 2008-2009 NCAA Federal Graduation Rates Report

<table>
<thead>
<tr>
<th>Team</th>
<th>Men's Team FGR by Racial and Ethnic Group</th>
<th>All Male Students FGR by Racial and Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Am. Ind./AN</td>
<td>Asian</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td>0% 0% 0% 0% 33% 20% 33% 0% 50% 25%</td>
<td>46% 26% 37% 18% 41% 0% 21% 30% 36% 38% 0% 37%</td>
</tr>
<tr>
<td>Basketball</td>
<td>0% 0% 0% 0% 0% 100% 0% 0% 0% 50%</td>
<td>0% 0% 0% 0% 0% 50%</td>
</tr>
<tr>
<td>CC Track</td>
<td>0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 20%</td>
<td>20%</td>
</tr>
<tr>
<td>Football</td>
<td>0% 0% 0% 0% 22% 0% 40% 0% 0% 0% 24%</td>
<td>24%</td>
</tr>
<tr>
<td>Others</td>
<td>0% 0% 0% 0% 0% 33% 29% 29% 0% 0% 29%</td>
<td>29%</td>
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</table>

<table>
<thead>
<tr>
<th>Team</th>
<th>Women's Team FGR by Racial and Ethnic Group</th>
<th>All Female Students FGR by Racial and Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Am. Ind./AN</td>
<td>Asian</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>0% 0% 0% 0% 50% 0% 50% 0% 0% 0% 45% 46% 58% 47% 44% 50% 0% 36% 39% 52% 51% 0% 46%</td>
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</tr>
<tr>
<td>CC Track</td>
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</tr>
<tr>
<td>Others</td>
<td>0% 60% 0% 0% 50% 78% 57% 50% 0% 0% 59%</td>
<td>59%</td>
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### All Students' Graduation Rates by Racial and Ethnic Group

<table>
<thead>
<tr>
<th></th>
<th>Am. Ind./AN</th>
<th>Asian</th>
<th>Native Hawaiian/PI</th>
<th>Black/African American</th>
<th>Hispanic/Latino</th>
<th>White/Non-Hispanic</th>
<th>N R Alien</th>
<th>Two or More Races</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>41%</td>
<td>32%</td>
<td>45%</td>
<td>0%</td>
<td>28%</td>
<td>35%</td>
<td>43%</td>
<td>44%</td>
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</tbody>
</table>
Federal Graduation Rates by Sport

Information obtained to complete this chart
- 2008-2009 NCAA Graduation Success Rates Report (Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report (Columns 3-6 below)

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<tbody>
<tr>
<td><strong>Men's Team</strong></td>
<td></td>
<td>Team FGR</td>
<td>All Students FGR</td>
<td>All Male Students FGR</td>
<td>All SA's FGR</td>
<td>All Male SA's FGR</td>
</tr>
<tr>
<td>Baseball</td>
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<td>25%</td>
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<td>37%</td>
<td>46%</td>
<td>26%</td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CC Track</td>
<td></td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td></td>
<td>24%</td>
<td></td>
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<tr>
<td>Golf</td>
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<tr>
<td>Soccer</td>
<td></td>
<td>22%</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| **Women's Team** |  | Team FGR | All Students FGR | All Female Students FGR | All SA's FGR | All Female SA's FGR |
| Basketball       |  | 45%      | 41%                | 47%              | 46%           | 58%              |
| CC Track         |  | 71%      | 41%                | 47%              | 46%           | 58%              |
| Golf             |  | 57%      | 41%                | 47%              | 46%           | 58%              |
| Gymnastics       |  | 100%     | 41%                | 47%              | 46%           | 58%              |
| Soccer           |  | 50%      | 41%                | 47%              | 46%           | 58%              |
| Softball         |  | 50%      | 41%                | 47%              | 46%           | 58%              |
| Swimming         |  | 54%      | 41%                | 47%              | 46%           | 58%              |
| Tennis           |  | 67%      | 41%                | 47%              | 46%           | 58%              |
| Volleyball       |  | 42%      | 41%                | 47%              | 46%           | 58%              |
| Water Polo       |  | 61%      | 41%                | 47%              | 46%           | 58%              |
### Academic Progress Rates

**Information obtained to complete this chart**

- 2008-2009 NCAA Academic Progress Rate Report (Columns 1-2 below)
- 2008-2009 NCAA Projected Federal Graduation Rate Chart (Columns 3 below)
- 2008-2009 NCAA Federal Graduation Rates Report (Columns 4 below)

#### Men's Team

<table>
<thead>
<tr>
<th>Team</th>
<th>Multi-Year APR</th>
<th>Team Projected FGR</th>
<th>All Students FGR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>931</td>
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<td>41%</td>
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<tr>
<td>Basketball</td>
<td>909</td>
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</tr>
<tr>
<td>Cross Country</td>
<td>976</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>910</td>
<td>30%</td>
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<tr>
<td>Golf</td>
<td>944</td>
<td>%</td>
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</tr>
<tr>
<td>Soccer</td>
<td>928</td>
<td>40%</td>
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#### Women's Team

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<th>Team</th>
<th>Multi-Year APR</th>
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<th>All Students FGR</th>
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<tbody>
<tr>
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<td>981</td>
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<td>%</td>
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<td>Gymnastics</td>
<td>1000</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td>928</td>
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</tr>
<tr>
<td>Soccer</td>
<td>955</td>
<td>%</td>
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<td>Swimming</td>
<td>975</td>
<td>%</td>
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</tr>
<tr>
<td>Tennis</td>
<td>1000</td>
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<tr>
<td>Volleyball</td>
<td>990</td>
<td>%</td>
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</tr>
<tr>
<td>Water Polo</td>
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Graduation Success Rates

Information obtained to complete this chart
- 2008-2009 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2008-2009 NCAA Federal Graduation Rates Report(Columns 3 below)

<table>
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<th>Men's Team</th>
<th>Team GSR</th>
<th>All SA's GSR</th>
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<tbody>
<tr>
<td>Baseball</td>
<td>38%</td>
<td>52%</td>
</tr>
<tr>
<td>Basketball</td>
<td>33%</td>
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</tr>
<tr>
<td>CC Track</td>
<td>38%</td>
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<tr>
<td>Football</td>
<td>33%</td>
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</tr>
<tr>
<td>Golf</td>
<td>60%</td>
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<tr>
<td>Soccer</td>
<td>30%</td>
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<table>
<thead>
<tr>
<th>Women's Team</th>
<th>Team GSR</th>
<th>All SA's GSR</th>
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<tr>
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</tr>
<tr>
<td>Gymnastics</td>
<td>100%</td>
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</tr>
<tr>
<td>Soccer</td>
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<tr>
<td>Softball</td>
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<td>Swimming</td>
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<td>Water Polo</td>
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Retention Rates - Men's Sports

Information obtained to complete this chart
- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

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<td>Cross Country</td>
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<tr>
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</table>
### Retention Rates - Women's Sports

Information obtained to complete this chart
- 2008-2009 NCAA Academic Progress Rate Report
- 2008-2009 NCAA Retention Rate Report

<table>
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<tr>
<th>Women's Team</th>
<th>Am. Ind./AN</th>
<th>Asian</th>
<th>Native Hawaiian/PI</th>
<th>Black/African American</th>
<th>Hispanic/Latino</th>
<th>White/Non-Hispanic</th>
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<td>973</td>
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</tr>
<tr>
<td>Water Polo</td>
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<td>**</td>
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<td>953</td>
<td>917</td>
<td>1000</td>
<td></td>
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<td>935</td>
<td>**</td>
<td>935</td>
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<tr>
<td>ALL Female SA's</td>
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<td>956</td>
<td>939</td>
<td>900</td>
<td></td>
<td></td>
<td>955</td>
</tr>
</tbody>
</table>
Operating Principle

3.1 Gender Issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). For each condition, provide:

   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

   The second-cycle review did not result in a plan for improvement regarding Operating Principal 3.1.

   Action

   The second-cycle review did not result in a plan for improvement regarding Operating Principal 3.1.

   Action Date

   The second-cycle review did not result in a plan for improvement regarding Operating Principal 3.1.

   Explanation for partial or non-completion

   The second-cycle review did not result in a plan for improvement regarding Operating Principal 3.1.

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:

   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

   The committee will not accept the following explanations for partial or noncompletion:

   1. The institution did not possess sufficient funds to implement the plan.
   2. The institution has had personnel changes since the original development of the plan.
   3. The institution does not have documentation of actions taken to implement the plan.
The committee will accept the following explanation for partial completion or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 gender-issues plan.

The institution must demonstrate that it has implemented its Cycle 2 gender-issues plan or provide an explanation for partial completion of the plan.

a. The committee will not accept the following explanations for partial completion or noncompletion:

   1. The institution did not possess sufficient funds to implement the plan.
   2. The institution has had personnel changes since the original development of the plan.
   3. The institution does not have documentation of actions taken to implement the plan.

b. The committee will accept the following explanation for partial completion or noncompletion:

   - The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 gender-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. Original Plan

   Original Plan Goal #1: Adjust salaries for Women’s Sports Head Coaches and Assistant Coaches so salaries will be equitable with Men’s Sports Head Coaches and Assistant Coaches.

   Original Plan Goal #2: Increase Woman’s Sports Recruiting budgets to reflect equitable expenditures (50%) for Woman’s sports recruiting.

   Original Plan Goal #3: Add a new Women’s Intercollegiate Sport, which will increase the athletic participation percentage of females, which mirrors the university's undergraduate enrollment numbers.

   Original Plan Goal #4: Implement a Roster Management Plan.

   Original Plan Goal #5: Monitor squad sizes and add a new women’s sport if the level of interest in participation warrants such an action.

   Original Plan Goal #6: Improve Athletic Facilities.

   Original Plan Goal #7: Ensure equitable employment opportunities and benefits for men and women.

   Action
Original Plan Goal #1 Action: Senior Athletic Management staff will review salaries and propose a plan to increase Women's Sports Head Coaches salaries. All new hires for Women's Sport Head Coaches will receive salary increases over previous women's sports head coaches. Senior Athletic Management staff reviews salaries and implement a plan to increase Women's Sports Assistant Coaches salaries. All new hires for Women's Sport Head Coaches will receive salary increases over previous women's sports head coaches.

Original Plan Goal #2 Action: Division of Intercollegiate Athletics senior management adjusted budget allocations to reflect equitable recruiting allocations for women's sports.

Original Plan Goal #3 Action: The Gender Equity Advisory Committee recommended that Women's indoor track and field be the next sport to be added. This sport was not added. Instead, the department decided to meet the equitable participation expectations by implementing a system of roster management to move the percentage of male and female student-athletes closer to the percentages of men and women in the full-time undergraduate population of the institution.

Original Plan Goal #4 Action: The Division of Intercollegiate Athletics assigned roster maximums (men's sports) and minimums (women's sports) for each team.

Original Plan Goal #5 Action: The Division of Intercollegiate Athletics will continue to monitor squad sizes. Limits are set for men's sports. The Division of Intercollegiate Athletics recently announced the addition of women's lacrosse as an intercollegiate sport.


Original Plan Goal #7 Action: Volleyball and Women's Golf Head Coaches were given multi-year contracts. Volleyball Assistant Coach promoted to Associate Head Coach. Women Cross Country, Tennis and Water Polo salaries were increased. Women's Head Basketball Coach salary was increased equal to that of the Men's Head Basketball Coach.

Action Date

Original Plan Goal #1 Action Date(s): Fall 2004. Officers responsible for implementation: Director of Athletics, Senior Woman Administrator and the Senior Associate Athletic Director (CFO).

Original Plan Goal #2 Action Date(s): This goal was completed in the Fall, 2004. Officers responsible for implementation: Director of Athletics, Senior Woman Administrator and the Senior Associate Athletic Director (CFO).

Original Plan Goal #3 Action Date(s): The actions were completed in the Fall, 2001. Officers responsible for implementation: Director of Athletics, Senior Woman Administrator and the Senior Associate Athletic Director (CFO).

Original Plan Goal #4 Action Date(s): This goal was completed Spring 2004. Individual Officers responsible for implementation: Director of Athletics, Senior Associate Athletic Director (External Affairs), Senior Associate Athletic Director (CFO).

Original Plan Goal #5 Action Date(s): This goal was completed Fall, 2001. Officers responsible for implementation: Director of Athletics, Senior Woman Administrator and the Senior Associate Athletic Director (CFO).
Original Plan Goal #6 Action Date(s): This goal was completed in 2004-2007. Individuals Officers Responsible for implementation: Director of Athletics, Senior Woman Administrator, Senior Associate Athletic Director (CFO), and Gender Equity Advisory Committee.

Original Plan Goal #7 Action Date(s): This goal was completed Fall, 2004. Officers responsible for implementation: Director of Athletics, Senior Woman Administrator and the Senior Associate Athletic Director (CFO).

Explanation for partial or non-completion

Original Plan Goal #1 Explanation: This goal was partially completed.

Original Plan Goal #2 Explanation: This goal was completed.

Original Plan Goal #3 Explanation: This goal of adding a new sport was not completed. Although SJSU chose to provide equitable participation by offering substantially proportionate opportunities to compete, the department decided to achieve the goal by managing exiting rosters. While roster management has provided equity for the time being, the women’s undergraduate percentages have continued to show growth. Therefore, the institution is adding women’s lacrosse in the Fall, 2011 and is currently in the process of hiring a head coach for the program for implementation in the 2012-2013 academic year.

Original Plan Goal #4 Explanation: This goal was completed Spring, 2004.

Original Plan Goal #5 Explanation: This goal was completed Fall, 2001 with the announcement of Women’s Lacrosse in the Spring of 2011.

Original Plan Goal #6 Explanation: This goal was completed. In 2007, the Spartan Tennis Courts underwent a complete renovation that included all new courts, nets, fencing and the addition of bleachers. Also in 2007 the Women’s Volleyball and Gymnastics facility (“Spartan Gym”) was renovated which included: new courts that would allow for Volleyball and Gymnastics competitions as well as practice courts for Men’s and Women’s Basketball. In addition, a new ceiling and lights were installed. The Women’s Softball Complex field was resized, new bleachers were installed and an operational scoreboard was added. In addition batting cages were updated and locker rooms were installed. Scheduled is a new covered patio area outside of left field to increase fan experience.

Original Plan Goal #7 Explanation: This goal was completed In the past three years, men's teams have had six head coaches (5.5 FTE) and 17 assistants (15.5 FTE, 15.64 FTE, 14.5 FTE). Women's teams have had 10 head coaches (9.5 FTE) and 16 assistant coaches (10.25 FTE, 9.63 FTE, 8.94 FTE). In analyzing this data, men's and women's programs have one head coach per program. With assistant coaches, the men's teams have on average 2.8 assistant coaches per program, while the women's programs have 1.8 per program. In both the 2009 and 2010 year, the assistant coaches increased from 17 to 19, with 9 of the assistant coaches supporting the football program, therefore leaving 10 assistant coaches for the remaining five men's programs, or two assistant coaches for each of these programs. In this same period of time, women's assistant coaches increased from 16 to 22 for 10 programs, or an average of 2.2 coaches for each of the programs, therefore being in parity with the men's programs.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.1 (Gender Issues). For each additional plan, provide:

   a. The additional goal(s);
   b. The step(s) taken by the institution to achieve the goal(s); and
   c. The date(s) the steps(s) was completed.
San Jose State updated its Gender Equity Improvement Plan on Oct. 5, 2007. The additional goals, step(s) taken by
the institution to achieve the goal(s), and the date(s) the step(s) was completed are outlined in the accompanying
chart.

A. Additional Improvement Goal
Review and Monitor
DIA programs

B. Step(s) Taken to Achieve Goals
Creation of the Gender Equity Advisory Committee (GEAC) was appointed by the President; however, the
committee failed to meet regularly. The University has now re-established a new Gender Equity & Diversity Advisory
Committee (GEDAC). This committee has held monthly meetings since it’s creation in February, 2011.

C. Date Steps Completed
February, 2011

A. Additional Improvement Goal
Monitor financial business and take appropriate action in relation to gender equity.

B. Step(s) Taken to Achieve Goals
Salary increases for head coaches of women’s sports, increase coaches of women’s sports, increase recruiting
budgets of women’s sports. Women’s recruiting expenses saw annual increases for 5 years starting in 2005
($36,941/$40,923/$43,847/$72,377/$74075/$68,030) before 2010 decrease in spending. Decrease solely based on
recruiting and signing needs for that particular year.
Women’s Head Coaches and Assistants salaries showed annual increases in 2008 and 2009. In 2010, due to state-
wide furloughs, for all coaches and staff experienced a decrease.

C. Date Steps Completed
2008

A. Additional Improvement Goal
Adjust salaries for women’s sports Head Coaches so salaries will be equitable with men’s sports Head Coaches

B. Step(s) Taken to Achieve Goals
Senior Athletic Management staff reviews salaries, and all new hires receive salary increases. See NCAA cert
salary 1-11 spreadsheet for details. Both women’s soccer and women’s golf salaries increased in 2010 to be more
equitable to men’s coaches of the same sports.

C. Date Steps Completed
2008

A. Additional Improvement Goal
Adjust salaries for women’s sport Assistant Coaches so salaries will be equitable with men’s sports Assistant
Coaches

B. Step(s) Taken to Achieve Goals
Senior Athletic Management staff reviews salaries, and all new hires receive salary increases.

C. Date Steps Completed
2008

A. Additional Improvement Goal
Increase the women’s sports recruiting budgets to reflect equitable expenditures.

B. Step(s) Taken to Achieve Goals
Senior Athletic Management staff adjusts budget allocations to reflect equitable recruiting allocations for women’s
sports.
Women’s recruiting expenses saw annual increases for 5 years starting in 2005 ($36,941/$40,923/$43,847/
$72,377/$74075/$68,030) before 2010 decrease in spending. Decrease solely based on recruiting and signing
needs for that particular year.
While recruiting funding levels differ between men’s and women’s sports, differences are a result of the number
football players evaluated in the recruiting process. As part of the Gender Issues Plan, recruiting budgets have been
increased for women's sports.

C. Date Steps Completed
2008

A. Additional Improvement Goal
Roster management

B. Step(s) Taken to Achieve Goals
The DIA assigned roster maximums (men's sports) and minimums (women's sports) to each team. The respective sports supervisor monitors roster sizes. Roster sizes may fluctuate during the academic year; however, assigned minimums and maximums are consistently enforced.

C. Date Steps Completed
2004

A. Additional Improvement Goal
Monitor squad sizes and add a new women's sport if the level of interest in participation warrants such an action.

B. Step(s) Taken to Achieve Goals
a) The DIA assigned roster maximums (men's sports) and minimums (women's sports) to each team.
b) Announcement of an additional women's sport for 2012-13 competition.

Refer to the Gender Equity Plan for additional information. The sport will be women's lacrosse.

C. Date Steps Completed
a) 2004-present
b) Will be announced Fall, 2011.

A. Additional Improvement Goal
Improve the participation rates between males and females

B. Step(s) Taken to Achieve Goals
a) The DIA assigned roster maximums (men's sports) and minimums (women's sports) to each team. participation numbers.
b) Announcement of the addition of an additional women's sport for 2012-13 competition.

C. Date Steps Completed
a) 2004-present
b) Spring 2011

A. Additional Improvement Goal
Improve various athletic facilities

B. Step(s) Taken to Achieve Goals
Improvements and upgrades made to women's tennis, volleyball, gymnastics and softball facilities in 2007. Spartan Courts underwent complete renovation that included all new courts, nets, fencing and the addition of bleachers.

Also in 2007, Spartan Gym underwent renovations that included new courts that would allow for Volleyball and Gymnastics competition as well as practice for volleyball, men's and women's basketball. New ceiling and lights were also installed. Bleachers were added to the softball complex after the field size was increased and new operational scoreboard was installed. Bleacher seats were later added. Updated batting cages and locker rooms have also been installed in the last two years. Scheduling is in place to add covered patio area in outside left field to increase fan experience.

C. Date Steps Completed
2004-2007

A. Additional Improvement Goal
Ensure equitable employment opportunities and benefits for men's and women's athletics.
B. Step(s) Taken to Achieve Goals
Over the past 10 years, women's salaries, recruiting dollars, bonuses, and other services (car allowances, offices, phone plans) have increased.

C. Date Steps Completed
2008

4. Explain how the institution is organized to further its efforts related to the gender-issues operating principle for both department of athletics staff, coaches and student-athletes.

San Jose University is committed to an atmosphere of equal and fair treatment throughout the entire campus for both students and employees. This commitment is spelled out in great detail in the campus wide policy on "Inclusive Excellence" and includes the Athletic Department as an operating principal for support for the Gender Equity Plan in Intercollegiate Athletics. The Office of Human Resources houses the Office of Equal Employment Opportunity/Affirmative Department as well as the Title IX Coordinator for the University.

5. Describe how matters concerning gender equity for department of athletics staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

As a result of the self-study, it was determined that a more formal process for monitoring gender equity concerns should be developed. Therefore, beginning in the Spring of 2011, and annually SJSU will:

1. Request that the Athletics Director meet with the Student-Athlete Advisory Committee (SAAC) to explain and encourage discussion regarding gender equity concerns.

2. The opportunity to comment on equity concerns will be added to the annual student-athlete and coach's evaluation forms.

3. Twice a year, at the all student-athlete meeting, the issue and awareness of gender equity issues will be discussed.

4. Staff will be encouraged to present and discuss gender equity concerns with their appropriate sports supervisor.

The Director of Athletics reports directly to the University President on all DIA matters including gender equity. It is the responsibility of the Director of Athletics to ensure that the department is complying with all policies and procedures set forth by the SWA, and the GEDAC.

The California State University (CSU) System requires that each Athletics department within the CSU system prepare and submit annual CalNow reports in addition to the EADA report that educates the CSU Administration on the sports programs fiscal responsibility and gender equity. Each universities Athletic Director is held responsible for any issues that are identified through the report.

The DIA has an active Student-Athlete Advisory Committee (SAAC) that is comprised of at least two representatives from each of the 16 sports and meets monthly. The SAAC acts as the student representation to any DIA or campus meetings and is responsible for bringing any student-athletes related issues to the attention of the DIA administration. The SAAC Members elect an executive committee that meets an additional once per month and provides leadership to the committee. Student-athletes are selected by their teammates or recommended by their coaches. Student-athletes serve on an annual basis; however, the appointment can be renewed.

Student-Athletes are provided the opportunity to give feedback to DIA Administration through coaches evaluations following each sports competitive season. All exiting student-athletes, whether exhausting, quitting, or cut from their team are provided the opportunity to give feedback through an extensive Student-Athlete Exit Interview that addresses virtually all issues that could affect them as student-athletes. The student-athlete exit interview is administrator by the Program Coordinator. Results from the surveys are provided to each head coach and sport supervisor. Results from the survey are discussed during the coaches annual review.

The DIA is not currently submitting annual reports to campus, however moving forward, the GEAC will prepare annual reports to be submitting to campus personnel. This report will include demographic information for all athletic participants as well as fiscal expenditures for all teams.
6. Describe the programs and activities that the institution has in place for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

_The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program._

SJsu Athletics hosts training sessions annually with NCAA representatives or experts in the fields that the NCAA wants institutions to address their student-athletes, coaches and staff on.

In 2009-2010, the Division of Intercollegiate Athletics hosted a program called "Voices of Men" which was presented by a group called the Interactive Theater Project. The program was in conjunction with SJSU's Student Conduct and Ethical Development Office. Athletics recently hosted a diversity training session for coaches, staff and student-athletes that addressed gender/diversity issues.

In regards to student-athletes, all new student-athletes at SJSU take the Gifton Strengthsfinder Assessment at the beginning of the semester. Strengthsfinder is a 3D-minute online assessment utilized by many SJSU Student Support units (including Counseling Center, the Career Center, the learning Assistance Resource Center, the Disability Resource Center, and the Health Center) aimed at helping people discover and maximize their unique talents. Among the many benefits of Strengthsfinder, it helps build awareness and appreciation for diversity. Student-Athletes apply their top 5 strengths to a series of study skills and life skills self-assessments administered to them during their weekly academic meetings. Peer tutors or Academic Advisors then discuss the results with each student-athlete. Part of each discussion includes mention of the campus resource(s) related to the week's topic. Week 12 is when Diversity and Gender issues are discussed. The self-assessment topics include:

- Week 1: Strengths Finder
- Week 2: Foundations of Success
- Week 3: Academic Self Confidence
- Week 4: Multiple Intelligences and Learning Styles
- Week 5: Memory and Concentration
- Week 6: Taking Notes and Being Prepared
- Week 7: Taking Tests
- Week 8: Goal Setting
- Week 9: Self-Responsibility
- Week 10: Time Management
- Week 11: Motivation and Change
- Week 12: Diversity and Communication
- Week 13: Health and Performance
- Week 14: Stress and Coping

Through a NCAA grant, DIA is able to invite speakers to address topics such as: Personal Responsibility, Diversity and Gender Violence Prevention and Education, and Alcohol and Drug Abuse. Student-athletes were encouraged to attend. In addition many coaches and administrators attended these programs. SJSU is a member of the NCAA CHAMPS/Life Skills Programs. All professional staff members of the DIA participate in Life Skills programming. Accordingly, the DIA conducts a number of seminars and workshops for student-athletes that focus on academic and social adjustment to university setting.
7. For the three most recent academic years in which information is available, analyze the institution's EADA report (i.e., participation, head coaches and assistant coaches). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

Over the three most academic years (2007, 2008, and 2009), San Jose State University (SJSU) has continually strived to create an equitable environment for its Athletic program. During this time SJSU operated 16 intercollegiate athletic programs for men and women. Six of these are men's programs that include baseball, basketball, cross country, football, golf, and soccer. The other ten are women's programs which are basketball, cross country, golf, gymnastics, soccer, softball, swimming, tennis, water polo and volleyball.

Participation - Athletes: During 2007, 2008, 2009, the proportion of female athletes has grown by approximately 8%, from 214 in 2007 to 231 in 2009. In 2007, athletics participation rates were 49.8% male to 50.2% female compared to an Undergrad enrollment rate of 46% male to 54% female. In 2008, athletics participation rates were 50.5% male to 49.5% female compared to an Undergrad enrollment rate of 48.7% male to 51.3% female. In 2009, athletics participation rates were 48.2% male to 51.8% female compared to an Undergrad enrollment rate of 48.4% male to 51.6% female. As can be seen, by 2009 SJSU increased the participation rate of females to be equitable to the enrollment rate of Undergrad of the university.

As we begin to look at the data for SJSU 2010 Undergrad enrollment, approximately are 46.8 male, and 53.2% female, while participation rates for athletes are 50% males, and 50% female. As part of the cycle 3 gender equity plan, SJSU Athletics is committed to adding a women's lacrosse team, with implementation of the plan beginning 2011-12 with the hiring of a head and assistant coaches for this sport.

Participation - Coaches: In the past three years, men's teams have had 6 head coaches (5.5 FTE) and 17 assistants (15.5 FTE, 15.64 FTE, 14.5 FTE). Women's teams have had 10 head coaches (9.5 FTE) and 16 assistant coaches (10.25 FTE, 9.63 FTE, 8.94 FTE). In analyzing this data, men and woman programs have 1 head coach per program.

With assistant coaches, the men's teams have on average 2.8 assistant coaches per program, while the women's program has 1.8 per program. In both the 2009 and 2010 year, the assistant coaches increased from 17 to 19, with 9 of the assistant coaches supporting the football program, therefore leaving 10 assistant coaches for the remaining 5 men's programs, or 2 assistant coaches for each of these programs. In this same period of time, women's assistant coaches increased from 16 to 22 for 10 programs, or an average of 2.2 coaches for each of the programs, therefore being in parity with the men's program.

It is a recommendation that a process is developed for recruiting that will improve the hiring of female head coaches and assistant coaches for the 10 women's programs. Currently, of the 10 women's programs, there are only 2 female and 8 male head coaches, and 13 male and 9 female assistant coaches. See Gender Equity Plan.

8. For the three most recent academic years in which information is available, analyze the institution's NCAA financial report (specified expense categories). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

The institution must analyze its EADA report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.
1. Athletic Student Aid  

In analyzing the Athletic Student Aid data overall, and comparing total dollars, numbers awarded to male and female, and student aide given to like teams, below are the results:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Aide</th>
<th>% of Aide</th>
<th>W to M</th>
<th># of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$3,409,683</td>
<td>44%</td>
<td>56%</td>
<td>157 (W) 150 (M)</td>
</tr>
<tr>
<td>2009</td>
<td>$3,191,410</td>
<td>44%</td>
<td>56%</td>
<td>166 (W) 160 (M)</td>
</tr>
<tr>
<td>2008</td>
<td>$2,902,976</td>
<td>45%</td>
<td>55%</td>
<td>150 (W) 158 (M)</td>
</tr>
<tr>
<td>2007</td>
<td>$2,920,567</td>
<td>47%</td>
<td>53%</td>
<td>149 (W) 157 (M)</td>
</tr>
</tbody>
</table>

When evaluating like teams (basketball, golf, soccer, and track), the numbers and the amount of student aide given to each of the teams was equal, and in some areas, slightly more for the women's programs.

Overall, while the number of awards increased in 2009 for women, the total dollars based on the percentage decreased for women, producing a 12% point gap between male student aide to female student aide. The gap increased between male and female student aide from 6% points in 2007 to 12% points in 2009 and 2010.

It is a recommendation that the overall dollars for student aide be awarded more equitably between the women's and men's programs, and that this become a part of the gender equity plan. See Equity Plan.

2. Coaching Salaries, Benefits, and Bonuses

In reviewing female head coaching salary, benefits, there seems to be on average a 6% point gap between the total package of head coaches for the male and female coaches of basketball and golf, but the head women's soccer coach has a 16 percentage point spread from the men's coach soccer coach. It should be noted that it was in this past year the percentage point spread for salary of the men's and women's head golf coaches decreased from 16% points to 6% points.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Salaries (Head Coaches)</th>
<th>Men</th>
<th>Women</th>
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</thead>
<tbody>
<tr>
<td>2010</td>
<td>$201,366</td>
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<tr>
<td>2009</td>
<td>$164,943</td>
<td>$68,958</td>
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<tr>
<td>2008</td>
<td>$163,618</td>
<td>$65,993</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>$188,171</td>
<td>$82,109</td>
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</tbody>
</table>

Average Salaries for Assistant Coaches (in this analysis there were 17 men, and 16 women)

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Salaries (Assistant Coaches)</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$74,399</td>
<td>$25,385</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>$68,975</td>
<td>$36,563</td>
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<td>2008</td>
<td>$66,464</td>
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<tr>
<td>2007</td>
<td>$105,449</td>
<td>$27,684</td>
<td></td>
</tr>
</tbody>
</table>

The data above was analyzed using similar numbers of assistant coaches for both the men's and women's teams. While average salary gets better in the 2009 operating year, there is still almost a 47% discrepancy between the average salary of a men's assistant coach compared to a women's assistant coach.

It is a recommendation that the total compensation for head and assistant coaches continue to be a part the gender equity plan, and that an intentional equity plan is put in place especially for assistant coaches of women's programs, and the athletics continues to work on narrowing the gap between the head coaches of the men's and women's like programs. See Equity Plan.

3. Coaching, Other Compensation and Benefits Paid by a Third Party

There was not third party compensation listed in any of the last 3 NCAA financial Reports for any of the teams.

4. Support Staff/Administrative Salaries, Benefits, and Bonuses

In reviewing the past 3 years of NCAA financial data in the area for administrative and support staff, other than football, none of the teams receive much administrative support. Men's basketball and baseball seems to have minimal part time help. Women's basketball seems to have a part-time assistant, and women's swimming spends a total of $1,464/yr.

As mentioned in the above Participation section, this is an area that needs to be part of the gender equity plan for Cycle 3. 8 women's teams have no administrative support. See Equity Plan.

5. Support Staff/Administrative Other Compensation Paid by a Third Party.
There was not third party compensation listed in any of the last 3 NCAA financial Reports for any support or administrative staff compensated or paid by a third part.

6. Recruiting

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$167,977</td>
<td>$68,030</td>
</tr>
<tr>
<td>2009</td>
<td>$111,224</td>
<td>$74,046</td>
</tr>
<tr>
<td>2008</td>
<td>$92,759</td>
<td>$72,376</td>
</tr>
<tr>
<td>2007</td>
<td>$115,871</td>
<td>$45,082</td>
</tr>
</tbody>
</table>

Overall, women's recruiting dollars increased 60% from 2007 to 2008, and the men's decreased by 20% bringing the women closer in parity to the men's recruiting dollars; from 2008 to 2009 the men's recruiting dollars increase 20%, while the women's recruiting dollars increase 2%; and then in 2010 men's recruiting dollars increased 51%, while the women's decreased 8%. When looking at recruiting dollars over this four period of like sports for men and women, specifically basketball, golf, soccer and track, the total amount spent by each team of opposite genders was similar. When evaluating this section, if we subtract the recruiting dollars given to football, the 5 remaining men's teams split $30,000 to $38,000 consistently each year, over this four year period. If we take the 10 women's teams and divide the annual recruiting dollars for the women, the dollar amount is in parity to what the five men's teams are receiving.

7. Team Travel

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$932,572</td>
<td>$630,119</td>
</tr>
<tr>
<td>2009</td>
<td>$1,037,052</td>
<td>$614,793</td>
</tr>
<tr>
<td>2008</td>
<td>$1,299,283</td>
<td>$673,973</td>
</tr>
</tbody>
</table>

When evaluating the overall travel dollars, it's important to remember that approximately 55%-65% is allotted to football because of the large team squad and coaching staff, and the remaining five men's teams has approximately $400,000 to share each year for travel, while 10 women's teams has $600,000 plus to share. This is approximately 45% for the women, and 55% for the men's travel budget.

8. Equipment, Uniforms, and Supplies

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$226,340</td>
<td>$120,287</td>
</tr>
<tr>
<td>2009</td>
<td>$280,341</td>
<td>$113,094</td>
</tr>
<tr>
<td>2008</td>
<td>$206,213</td>
<td>$94,448</td>
</tr>
</tbody>
</table>

Overall, the men's program has twice as much in equipment expenditure money then the women's program, of this, football is allocated a large portion of the men's overall equipment budget due to the type and the amount of equipment needed per football player, leaving the remainder of the 5 men's teams with approximately $50,000 to split. This is in parity with 10 of the women's teams splitting approximately $110,000 to $120,000 in a year.

9. Games Expenses

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$567,948</td>
</tr>
<tr>
<td>2008</td>
<td>$502,207</td>
</tr>
</tbody>
</table>
2009 $572,150 $145,533
2008 $444,767 $132,889

Over the 3 year period being evaluated, approximately 75% of the overall game day expenses for men are incurred by the football program. While football doesn’t have as many day of games, a football game is a major event and includes the following: prepare and maintain the football field and stadium, security, traffic control, custodial during and after a game, ushers, ticketing, concessions, AV, etc., and why the need for a large day of game budget.

When comparing like sports in this category, men’s basketball during this 3 year period has incurred slightly more game day expenses compared to the women's basketball team. This can be attributed to the larger spectator attendance, and therefore, larger direct expenses due to security, custodial, traffic control, etc.

10. Fundraising, Marketing and Promotions

Over the past three years there has been very little money allocated to fund raising, marketing or promotions according to the 3 most recent years of NCAA financials. In 2010 there was $ 9,451 for the men’s program, which was used by football, and a total of $ 1,341 for the women’s program. The $1,341 for the women's programs was split amongst 5 teams. In 2009 there was no money allocated to this area, either for men's or women's teams, and in 2008, there was $1,055 to men's football, and $ 646 that was used for 3 of the women's teams. While in 2010 the discrepancy for money spent in this area was quite large, the overall total dollar amount is small.

11. Sport Camp Expenses

In 2010, there were no Sport Camp Expenses paid out by the Athletic Department for either the men's or women's programs. In 2009, there was a total $ 8,404, for the men’s programs, and $7,610 was used by football, with baseball and soccer using the remaining $ 800. In 2008, $20,919 was allocated to 4 men’s programs, almost equally, and $4,101 was used by women's soccer.

In this particular area, it is the decision of each of the coaches whether they want to conduct sport camps, which usually take place during the summer break, and not about the money allocated to each program, whether it’s men’s or women's.

12. Medical Expenses and Medical Insurance

Reviewing the last 3 NCAA financials in this area, there is only money allocated to men's football in FY 2010- $6,607, FY2009- $6114, and FY2008- $11,304. The individual athletes carry their own insurance or are covered on their parents insurance plan.

13. Membership and Dues

Over the past 3 years, there has been less than $3,000- $3,700 used each year for this particular category, and the women’s programs have used 75% of the money.

14. Total Operating Expenses by Men's and Women's Programs

Total Percentage Breakout
2010 $11,810,286 35% for Women's 65% for Men's
2009 $11,558,146 36% for Women's 64% for Men's
2008 $10,925,613 37% for Women's 63% for Men's
2007 $10,980,428 34% for Women's 66% for Men's

Overall, football is allocated approximately 42% 45% of the total operating budget. Subtracting football from the men's total operating expenses, the men’s teams would receive an average of $490,000 each in total operating expenses, while the women's teams would receive an average of $400,000 each in total operating expenses. This is a split of approximately 45% for the women’s teams (10 programs), and 55% for the men's teams (5 programs) in total expenditure money. When evaluating the like sports in both the men's and women's programs, their operating expenses were similar.

9. Using the program areas for gender issues:
a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

[Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook as a guide in responding to Item No. 9 of the program area checklist.]

The institution must conduct a thorough and written review of each of the 15-program areas for gender issues. Please see program area definitions located in the Gender, Diversity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's gender-issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.

The review must:

Describe how the institution has ensured a complete study of each of the 15-program areas for gender issues. This study should be conducted as part of the self-study process. Please note that for the program area of accommodations of interests and abilities, the use of surveys alone does not constitute a complete study. If an institution chooses to use an interest survey (e.g., a web survey or hard-copy survey) as one of its sources of data, the committee will require an explanation regarding the survey content, populations surveyed, the survey response rate, method used to interpret the data, and written evidence demonstrating the institution's Title IX coordinator has approved the survey. In addition, the institution must describe other methods of measuring interest and ability.

a. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;

b. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and

c. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.
1. Accommodation of Interests and Abilities. Participation proportionate to enrollment; and/or, history and continuing practice of program expansion for the under represented gender within the athletics program; and/or, full and effective accommodation for the under represented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

In addition to the program area survey that was implemented, the California State University and the California National Organization of Women entered into a consent decree to annually self-study and monitor expenditures in three main areas: Grants In Aid, Participation rates and total expenditures. Each of the previous three years, San Jose State University has met or exceeded our target goals.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Data demonstrating the institution's status and commitment, including resource allocation: In 2007, 2008, 2009, and 2010 academic years, the San Jose State University operated 16 intercollegiate athletic programs for men and women. The 6 men's programs included baseball, basketball, cross country, football, golf, and soccer. The 10 women's programs included basketball, cross country, golf, gymnastics, soccer, softball, swimming, tennis, water polo and volleyball.

Over this time, the proportion of female athletes has grown from 214 in 2007 to 231 in 2009. In 2007, athletics participation rates were 49.8% male to 50.2% female compared to an Undergrad enrollment rate of 46% male to 54% female. In 2008, athletics participation rates were 50.5% male to 49.5% female compared to an Undergrad enrollment rate of 48.7% male to 51.3% female. In 2009, athletics participation rates were 48.2% male to 51.8% female compared to an Undergrad enrollment rate of 48.4% male to 51.6% female. Looking at the 2010 Undergrad enrollment, the rate for females has grown to 53%, and male Undergrad enrollment is 47%. SJSU Athletics is committed to equity participation rates between the men's and women's programs, and continually evaluates their rosters for men's and women's programs, and therefore the shift in percentage participation rates over the past 3 years.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Each of the previous three years, San Jose State University has met or exceeded target goals, with the commitment to add another women's sport in order to meet the new undergraduate enrollment rate for females.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

This coming year, with the increase rate for female Undergraduate enrollment, SJSU is adding an additional female sport to be determined in 2011. See Equity Plan
2. **Athletics Scholarships.** Scholarship dollars to be awarded to women and men at the same proportion as their respective rate of participation in the intercollegiate athletics program.

   a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

      In addition to the program area survey that was implemented the California State University and the California National Organization of Women entered into a consent decree to annually self-study and monitor expenditures in three main areas:

   b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

      2006-07 Percentage female participation is 50.2%; percentage female scholarship is 46% (-4.2%).
      2007-08 Percentage female participation is 49.5%; percentage female scholarship is 47% (-2.5%).
      2008-09 Percentage female participation is 51.8%; percentage female scholarship is 45% (-6.8%).
      2009-10 Percentage female participation is 50.8%; percentage female scholarship is 44% (-6.8%).

   c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

      San José State University's commitment to improving its Academics standards in Athletics has provided the opportunity for four of our men's programs to get out of APR penalty thus increasing scholarship dollars to the normal levels allowable by the NCAA. Only one women's program, Women's Basketball, which had APR penalties, so scholarship dollars for women have not had the room to increase in parity with the men.

   d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

      Over the next 18 months, San Jose State Athletics will mandate that all Head Coaches in the women's programs award the entire financial aid maximum allocated for their program.

      SJSU Athletics will closely monitor the women's athletic programs and focus on the recruiting practices and retention of female student athletes so that all awarded aid is actually disbursed throughout the year. If NCAA permissible, aid of departed student athletes will be awarded to other student athletes within the program. See Equity Plan

3. **Equipment and Supplies.** Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.

   a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

      As part of the survey that was administered to the 16 teams, equipment and supplies was one of the categories surveyed. Along with the survey, a review was conducted of the last four years of NCAA financials, analyzing the dollars spent between the men's and women's programs for equipment and supplies.
b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;


Quality and suitability: San Jose State University (SJSU) provides to all of its men's and women's athletic programs high quality equipment from varying major athletic suppliers that is approved by the athletic department.

Amount and Availability: All men's and women's athletic programs at SJSU are provided the equipment and apparel supplies necessary for participation in practice and game competition. Availability of equipment is made through the designated sports equipment room and equipment manager.

Maintenance and Replacement: Two full-time Equipment Managers oversee the day-to-day equipment operations for Football in the Stadium Simpkins Center (SSC). One full-time Equipment Manager and one full-time Equipment Attendant oversee the day-to-day equipment operations for Olympic Sports in the East Fieldhouse (EFH). In addition, there are a number of student workers who assist the full time equipment managers with assigned sports. Day-to-day equipment operations include but are not limited to assisting with daily practices, game competitions, packing and unpacking for road competition, laundry collection and dispersal of student athletes and athletic staff and daily contact with coaches and administration. Laundry services are available to all SJSU men's and women's athletic programs at both SSC and EFH locations. Currently, there are four men's programs and 5 women's programs that take advantage of laundry service. To further our laundry service efforts and availability to our athletic programs, an additional laundry facility has been recently been instituted and is located in Spartan Complex on main campus. Football equipment is stored in the SSC and the remaining men's and women's sports equipment is stored in the EFH. All equipment is inventoried and stored in locked cabinets for security and longevity. SJSU Athletic Department has contracts with a few major equipment providers which ensure efficient and easy equipment replacement for its programs.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

Overall, the men's program has twice as much in equipment expenditure money then the women's program, of this, football is allocated a large portion of the men's overall equipment budget due to the type and the amount of equipment needed per football player, leaving the remainder of the 5 men's teams with approximately $50,000 to split. This is in parity with 10 of the women's teams splitting approximately $110,000 to $120,000 in a year.

In reviewing the survey results from the various teams, both men's and women's teams feel there is a deficiency in the overall dollars allocated for equipment, but area of an inequity is in the number of student managers for men's sports compare to women's sports. Men's basketball has 3, Women's basketball, none; Football, 6-7, Men's soccer had three, but this year, none. Gymnastics is the only women's program that has 1 student manager.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

While overall financial dollars might not be available, having student managers can assist the teams with some of the workload. The compensation for these student managers is minor (experience and maybe a team t-shirt). This will incorporated into the Gender Equity Plan.
4. Scheduling of Games and Practice Time. Number of contests; number, length and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

   a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

      As part of the survey that was administered to the 16 teams, scheduling of games and practice times was one of the categories surveyed.

   b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

      All teams compete, or have the opportunity to compete, in the maximum number of events allowable under NCAA guidelines. The number of practice opportunities and length (hours per week) are governed by NCAA rules. Practice times are based on class schedules, and occasionally, facility schedules. Competition varies according to sport and respective season, as does travel. All men's and women's teams or individuals that qualify for post-season are allowed and encouraged to compete.

   c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

      In reviewing the data gathered from the survey of the program areas, overall all the 16 programs were satisfies with the equity for the scheduling of games and practice times. Both the men's and women's golf programs run into problems scheduling practice time for their teams because neither teams has a home course.

   d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

      This will be part of a continued maintenance plan.

5. Travel Allowance. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Bylaw 16.8.1.3).

   a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

      As part of the survey that was administered to the 16 teams, equipment and supplies was one of the categories surveyed. Along with the survey, a review was conducted of the last four years of NCAA financials, analyzing the dollars spent between the men's and women's programs for travel allowance.

   b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

      Existing travel policies lead to safe, fair and equitable travel. Modes of transportation within our conference and non-conference seasons require travel by air, bus and vans. Below is a three year look at types of travel throughout men's and women's programs.
MEN'S AIRFARE 28 24 27
WOMEN'S AIRFARE 48 47 48
MEN'S BUS 23 22 26
WOMEN'S BUS 26 20 17
MEN'S VAN 5 5 4
WOMEN'S VAN 14 21 26

When overnight travel is required, each team stays at moderately good to excellent lodging establishments. The Athletics Business Office has made annual arrangements with lodging establishments in most of the cities travelled to make it easier on the coaches to call and book lodging. Most men's and women's programs stay at one of a select few establishments in whichever city travelling. Student-athletes share double occupancy rooms, one per bed.

Department policy states a 24 hour rule, meaning teams can not travel to an away contest any sooner than the day before competition. Special circumstances may arise that may warrant exception. Depending on time of away contest dictates if the program will return day of competition or day after competition.

Per Diem rates are $30/day for all programs. Some sports choose per diem and some choose team meals or a combination of both on any given trip. Per Diem and team meal is not given for the same meal at any time. Men's and women's programs are budgeted equitable and accordingly.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

In analyzing the survey, there are two areas that stand out, the use of vans, when the coaches would prefer, mini buses or buses, or for the smaller teams, vans compared to cars. In most cases in the survey material, this was brought up in order not to have student athletes driving their cars, and this usually occurred with some of the women's smaller programs, and not in the like programs.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

This will be part of a continued maintenance plan.

6. Academic Support Services. Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

As part of the DIA Needs Assessment survey completed by all Head Coaches with regard to Gender Equity.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The operating budget for Student-Athlete Success Services (SASS) consists of approximately $60,000 to $65,000 per year. That money comes directly from the NCAA Academic Enhancement Fund (not part of the SJSU general fund), and is used to hire tutors, student assistants and Peer Advisors. It is also used to
cover all supplies, technology expenses and other contracted services. The institution provides the salaries and benefits for a Director, three Athletic Academic Advisors, and two Learning Support Specialists who make up the SASS unit. All student-athletes from every sport are placed into academic services based on their status as either a newcomer or a continuing at-risk student-athlete. Study hall requirements, access to tutors, assignment to Learning Support Specialists, required weekly academic support meetings and advising by an Athletic Academic Advisor are all pieces of the academic support program that are made available to SJSU student-athletes regardless of gender.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

There are no inequities found in this area. Coaches and students from both male and female sports would like to see more tutors, and space, which will be addressed in the maintenance plan.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No gender related issues were identified in the Academic Support program area. A maintenance plan has been created to make this better for both male and female programs.

7. Coaches. Availability of full-time, part-time, assistant and graduate assistants. Training, experience, professional standing, and other professional qualifications. Total rate of compensation package, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions and other terms and conditions of employment.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

As part of the survey that was administered to the 16 teams, coaches was one of the categories surveyed. Along with the survey, a review was conducted of the last four years of NCAA financials, analyzing the dollars spent between the men's and women's programs for coaches and assistant coaches.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

From a staffing perspective, men's and women's programs are provided comparable full-time staff of head and assistant coaches (usually up to the NCAA maximum coaching staff limit for their respective sport).

In regards to annual salaries, there is a discrepancy between the average full-time salary of female to male head coaches of approximately $108,000 on an annual basis ($196,612/$90,249, $199,597/$93,926, $199,291/$86,930). Discrepancies can be accounted for because of the market value and varying job responsibilities included in each Head Coaches contract. In addition, if the salaries of the head football coach and men's and women's basketball coaches were removed from this analysis (due to the differing job responsibilities, i.e. revenue generation, included in their contracts as opposed to other Head Coaches), salaries are much more comparable ($102,028/$78,745, $105,168/$83,086, $102,685/$76,874). Discrepancies were also affected by bonus incentives paid during three year span.
All MPP head coaches' contracts are approved by Athletic Director, President's Office and final approval by the Chancellor's Office. Head coaches are also allowed the opportunity to gain supplemental income through television and radio show and/or camps if the opportunity presents itself. Contracts are typically one to three year agreements.

Compensation packages vary among coaches and differences in compensation are due to: market factors, qualifications or experience levels of the coaches and performance of the program.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

While salaries and numbers of coaches vary, these are due mainly to the coach's level of experience, and the market for the given profession. In analyzing this data, along with the data from question 8, the discrepancies between the head coaches is getting smaller, but the assistant coach salaries still have a large disparity. Second, in reviewing the responses in the survey, "how head coaches were hired", it is a recommendation that hiring policies and procedures are created and followed to insure equity, diversity, and the best candidate possible is amongst the candidate pool for the head coaching and assistant coaching staff.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Hiring policy and procedures will be created to ensure recruiting reaches a qualified, diverse women's pool of potential candidates for the all the women's programs. See Equity Plan.

8. Locker Rooms, Practice and Competitive Facilities. Quality, availability and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The 16 program area survey specifically asked questions pertinent to this section.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Locker Rooms: All men's and women's teams have the option to use locker rooms. Because some of the teams use shared facilities with academic departments, on the main campus, they either don't have their separate locker rooms, or only have their own locker rooms during season. Volleyball and Gymnastics have separate locker rooms in SPX. Men's and women have rent separate locker rooms in Event Center during season and utilize men's and women's locker rooms in SPX during off-season. Men's soccer and baseball share men's locker room in EFH for practice and home games at Blethen (baseball). Baseball uses club house at Municipal Stadium for most home games. Tennis utilizes women's locker room in EFH for practice and competition. Women's soccer utilizes women's locker in EFH for practice and North end zone locker room for home competition. Softball has a locker room at Spartan Field. Football has locker room in SSC.

Practice and Competition Facilities: Below is a list of the facilities for each team. A grounds crew and events staff takes care of most preparation for competition.
?? Football: Spartan Stadium and two exclusive practice fields; Stadium used for commencement once a year.

?? Baseball: Blethen Field exclusive for practice and some home competition. Main competition site at Municipal Stadium across the street from Blethen.

?? Softball: Spartan Field exclusive for practice and competition.

?? Men’s Soccer: Spartan Stadium and one practice field.

?? Women’s Soccer: Spartan Stadium and one practice field.


?? Gymnastics: Spartan Gym for competition, two separate practice facilities in SPX/YUH.

?? Men’s and Women’s Golf: Local courses used by public and/or members of golf clubs.

?? Swimming and Diving: Designated lanes at the Aquatics Center, share with students, faculty and staff, etc.

?? Water Polo: Designated lanes at the Aquatics Center, share with students, faculty and staff, etc.

?? Men’s and Women’s Cross Country: local sites.


?? Men’s and Women’s Basketball: Event Center for competition and YUH/SPX for out of season practices.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

In analyzing the data from the survey, all 16 teams had some comment regarding the day of game facilities, locker rooms, and practice facilities. SJSU is an old school, with old facilities, but all teams share in the frustration, and not one team has more than another with regards to facilities. Since the cycle 2 review, equity in this area has been addressed.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

This will be part of the continued maintenance plan.

9. Medical and Training Facilities and Services. Availability of medical personnel; availability and quality of weight training and conditioning facilities; availability and qualifications of athletic trainers; health, accident and injury insurance coverage; provision of medical and training expenses.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

Survey, and physical tour of facilities.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;
Availability of Medical Personnel and Assistance: The SJSU Student Health Center has a contractual arrangement with several physicians. The Head Athletic Trainer coordinates all physicians. Physicians provide annual physicals for student-athletes and coverage of all home football, women's basketball and men's basketball games. Physicians travel with football to all away competition.

There are three primary athletic training rooms, one located in the Spartan Complex, one located in the Simpkins Stadium Center and one located in the East Field House. All three facilities are well equipped. The only difference is the Simpkins Stadium Center has a therapy pool for rehabilitation. Any student-athlete needing the therapy pool for rehabilitation is referred to that facility. The Spartan Complex facility is primarily used by gymnastics, men's basketball, women's basketball, men's golf, women's golf, swimming and diving, volleyball and water polo. The Simpkins Stadium Center is primarily used by football, men's cross country and women's cross country. The East Field House is primarily used by baseball, softball, men's soccer, women's soccer and tennis. A satellite athletic training room used for practice and/or game day is located in the Event Center.

Availability and Qualifications of Athletic Trainers: Four full-time athletic trainers, four graduate assistants and eight undergraduate athletic training students are available for SJSU student-athletes. The full-time staff and graduate assistants are all certified nationally. Certified athletic trainers travel with football, men's soccer, women's soccer, volleyball, men's basketball, women's basketball, women's basketball, gymnastics, baseball and softball. Certified athletic trainers are present at all home events.

Health, Accident and Injury Insurance Coverage: Primary coverage for all student-athletes is through the student's or parent's health insurance. The Athletic Department provides secondary insurance coverage for student-athletes. If a student-athlete has no insurance coverage, the Athletic Department becomes the primary insurance coverage. The Athletic Department's insurance benefits are limited to injuries sustained during participation in regularly scheduled and supervised team activities. Coverage includes participation in games, practices, scrimmages, strength and conditioning workouts, or while in transit from the campus to another institution with the team. Student-athletes do not pay any costs for athletically related injuries covered by the Athletic Department's insurance policy.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

In reviewing the data, and touring the facilities there seems to be no inequities in this area.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

None to address. A recommendation would be to open the north training room on the main campus for both gender sports in the morning to assist them in their practices.

10. Housing and Dining Facilities and Services. Housing provided; special services as part of housing; dining arrangements.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

Information supplied by 15 program area survey, Athletic policy, and working with campus Housing.
b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

As can be seen by the numbers, there were more female student-athletes on-campus in 07-08 and 08-09, and the numbers were very close in 09-10. For all three academic years, there were more freshmen female student-athletes on campus than freshmen male student-athletes. While there were more upper-class males on campus, the females were much more likely to choose single living units as compared to the males.

All freshmen athletes living on-campus are assigned to Campus Village Building C commonly referred to as "the Suites"). All scholarship freshmen student-athletes on-campus receive a 7 day meal plan, with the exception of football receiving a 5 day meal plan in the fall + training table). Head coaches have the option of their freshmen athletes being assigned to rooms together or with other students. Coaches of male teams are more likely to room their students together, whereas coaches of female teams are more likely to request their students be assigned either with athletes from other teams or the general student population, providing them with a truer college experience and providing them with the opportunity to interact with a more diverse population.

Upper-class scholarship student-athletes choosing to live on-campus have three living/dining options: 1) single apartment w/ board stipend, 2) double apartment w/ board stipend, or 3) double apartment with 5 day meal plan. All upper-class students on-campus are assigned to Campus Village Building B ("the Apartments"). Scholarship student-athletes not living on-campus receive a housing/board stipend.

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>64</td>
<td>56</td>
<td>120</td>
</tr>
<tr>
<td>2008-2009</td>
<td>73</td>
<td>42</td>
<td>115</td>
</tr>
<tr>
<td>2009-2010</td>
<td>45</td>
<td>47</td>
<td>92</td>
</tr>
</tbody>
</table>


c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

After analyzing the data, both the men's and women's programs are treated equally on most of the areas within Housing and dining accommodations, except with a training table budget.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Provide a training table budget for Olympic women's programs.
11. **Publicity and Awards.** Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

**a.** Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

The survey results of the 16 programs and information providing by the Athletics Public Relations Department.

**b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Presently, the sports information/media relations/athletics communication personnel consist of:

?? A director with more than 30 years of experience in the field of sports information. Most of this experience is with SJSU as the Director of Sports Information.

?? An associate director with more than 15 years of experience. Most of this experience is with the university in positions of increasing responsibility.

?? An assistant director with approximately five years of experience. Several of these experiences are with the university in positions of increasing responsibility.

?? An intern with a year’s experience in the field.

?? A student assistant now in his third year working in the sports information office.

Sports assignments and responsibilities are divided among the five staff members. The director is responsible for any general athletics department issues, news or media relations inquiries.

Philosophically, a staff member should have a fall, winter and a spring sport as a primary responsibility. The sports of men’s golf, women’s golf and women’s tennis are year-round sports with events in the fall and spring semesters.

Staff member(s) cover all home events and travel with teams when a team qualifies for NCAA postseason competition. Additionally, a staff member travels regularly with the football, men’s basketball, women’s basketball and baseball teams, due to the print and electronic media coverage of these sports. Staff members also travel occasionally with teams to local events that involve bus travel.

All office staff members are assigned duties to home football games and when San Jose State hosts a conference or national championship event. The scope of these events requires more than one person to effectively execute the duties of game management, media relations and game coverage.

Listed below are the sport assignments for 2010-11. In order to provide consistency, in most cases, it is a priority to assign the same staff member to a particular sport year to year.

**Sports Primary staff assignment in 2010-11**

Baseball
Assistant Director
(M) Basketball Director
(W) Basketball Intern with assistance from the Associate Director and Director
Men’s Cross Country Student assistant
Women’s Cross Country Student assistant
Football Director
Men’s Golf Director
Women’s Golf Associate Director
Gymnastics Associate Director
Men’s Soccer Intern with assistance from the Associate Director and Director
Women's Soccer Intern with assistance from the Associate Director and Director
Softball Associate Director
(W) Swimming & Diving Assistant Director
Women's Tennis Intern
Women's Volleyball Associate Director
Water Polo Director

For all sports, an annual publication (i.e., fact book, information guide) is produced for each program. News releases are written and disseminated on each event for each sport. All sports receive coverage on the university's athletics website, www.sjsuspartans.com. The sports information office produces more than 500 event-related articles, timely articles on awards winners of all kinds and updates all student-athlete and coaches biographies each year for the university's 16-sports programs.

All student-athletes who remain in good standing academically and athletically are eligible for institutional, conference and national awards. The office staff recommends letter awards for athletics participation in all 16 sports. The office staff submits nominations for conference (Western Athletic Conference and Mountain Pacific Sports Federation) and national academic awards. National academic awards programs include those managed by the College Sports Information Directors of America (CoSIDA), Diverse Issues in Higher Education, and national coaching associations such as the NABC, NCGA, and ACWPC.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

In analyzing the information in the survey there seems equal treatment across the various sports. The concerns that both the coaches men's and women's teams raise have to with materials marketing and media materials not be prepared in a timely manner. This is operational and from all the teams.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No inequities in this area.


a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

As part of the survey that was administered to the 16 teams, support services was one of the categories surveyed. Along with the survey, a review was conducted of the last four years of NCAA financials, analyzing the dollars spent between the men's and women's programs for support services.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

All the teams report to the AD, Senior Assoc. AD, or 3 other staff members within Athletics. Other than football, none of teams have a fulltime administrative support.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

In reviewing the past 3 years of NCAA financial data in the area for administrative and support staff, other than football, none of the teams receive much administrative support. Men's basketball and baseball seems to have minimal part time help. Women's basketball seems to have a part-time assistant, and women's swimming spends a total of $1,464/yr. 8 women's teams have no administrative support.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Increase the administrative support for the women's programs.

13. Recruitment of Student-Athletes. Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities and treatment of prospective athletes.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

As part of the survey that was administered to the 16 teams, recruitment of Student Athletes was one of the categories surveyed. Along with the survey, a review was conducted of the last four years of NCAA financials, analyzing the dollars spent between the men's and women's programs for recruitment.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

Overall, women's recruiting dollars increased 60% from 2007 to 2008, and the men's decreased by 20% bringing the women closer in parity to the men's recruiting dollars; from 2008 to 2009 the men's recruiting dollars increase 20%, while the women's recruiting dollars increase 2%; and then in 2010 men's recruiting dollars increased 51%, while the women's decreased 8%.

When looking at recruiting dollars over this four period of like sports for men and women, specifically basketball, golf, soccer and track, the total amount spent by each team of opposite genders was similar. When evaluating this section, if we subtract the recruiting dollars given to football, the 5 remaining men's teams split $30,000 to $38,000 consistently each year, over this four year period. If we take the 10 women's teams and divide the annual recruiting dollars for the women, the dollar amount is in parity to what the five men's teams are receiving.

In 2007, men's recruiting expenses totaled $115,871 and women's totaled $45,082. In 2008, men's recruiting expenses totaled $92,759 and women's totaled $72,376 (60.5% increases from previous year). In 2009, men's expenses totaled $111,224 and women's $74,046.

Athletics also provides multiple recruiting services to its programs. The main recruiting service is utilized by 2 men's programs and 6 women's programs. There are many recruiting services provided to assist coaches with the identification and tracking of potential student athletes. Software programs such as "Scoutware" or "i360" are available to all head coaches in the IC. In addition, there are recruiting services that are designated for particular sports (services rank and evaluate potential recruits). Each coach has the opportunity and resources to utilize these services.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

All sports have the maximum number of coaches allowed to recruit. While funding levels differ between men's and women's sports, differences are a result of the number football players evaluated in the recruiting process.

One item mentioned in the survey that is mainly given to the men's programs, and only partially to 2 of the women's programs are the use of cell phones, or a monthly dollar amount for recruiting. Men's football (10 phones), men's basketball (4 phones), men's golf (1 phone), women's tennis ($40/mo.), women's volleyball ($50/mo.), women's golf ($50/mo.), gymnastics (1 phone). The remainder of the teams have no cell phones or are given financial reimbursement.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

While this is a small inequity, it was something brought up in the survey by several coaches. As part of the Gender Issues Plan, increase the phones or financial reimbursement for cell plans of more coaches for the women's programs.

14. Retention. Programs and services to address retention of staff, coaches and student-athletes from the under-represented gender within the athletics program; review of retention and promotion of staff and coaches from the under-represented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the under-represented gender within the athletics program.

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

Review of the EADA data, financials, and programs offered to the coaching staff and students.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

A couple of the programs in place that help with retention of staff and coaches are the professional development opportunities, and the annual reviews that includes compensation reviews, and the possibility of extended contract negotiations based on competitive and academic successes. All upper management along with head coaches is given opportunity to attend professional development seminars, conferences, etc. Also, Athletics currently has five head coaches on multi-year contracts, two of which are minority coaches of a women's sport. When at all possible, Athletics tries to promote from within, allowing for growth opportunities for staff members. In the last year alone, seven vacant positions were filled from within with one of those hires being minority. The coaching staff for the men's programs average 12 years with the department, and the coaching staff for the women's programs average 9 years within the department.

Retention of student-athletes is an area that SJSU Athletics has enhanced since Cycle II. Post Cycle II, and the creation of APR, SJSU Athletics was hit hard with APR penalties which directly tied to retention of student-athletes. In 2005, Athletics made a commitment to excellence in the classroom, and is now out of
major APR penalty status. Athletics’ did this by enhancing Student Academic Services and Student-Athlete Success Services, now graduating a higher percentage of student-athletes than that of the general student body. A non-academic curriculum was created to give the student athlete the essential tools and resources for them to be successful in the classroom. All new student-athletes at SJSU take the Clifton StrengthsFinder Assessment at the beginning of the semester. StrengthsFinder is a 30-minute online assessment utilized by many SJSU Student Support units (including Counseling Center, the Career Center, the Learning Assistance Resource Center, the Disability Resource Center, and the Health Center) aimed at helping people discover and maximize their unique talents. Student-Athletes then apply their top 5 strengths to a series of study skills and life skills self-assessments administered to them during their weekly academic meetings. Peer tutors or Academic Advisors then discuss the results with each student-athlete. Part of each discussion includes mention of the campus resource(s) related to the week’s topic. The self-assessment topics include:

Week 1: Strengths Finder  
Week 2: Foundations of Success  
Week 3: Academic Self Confidence  
Week 4: Multiple Intelligences and Learning Styles  
Week 5: Memory and Concentration  
Week 6: Taking Notes and Being Prepared  
Week 7: Taking Tests  
Week 8: Goal Setting  
Week 9: Self-Responsibility  
Week 10: Time Management  
Week 11: Motivation and Change  
Week 12: Diversity and Communication  
Week 13: Health and Performance  
Week 14: Stress and Coping

In addition to the Athletics’ programming, all new students to SJSU are required to attend Orientation. Orientation is a day and half program which exposes new students to various campus opportunities and campus life. One of the areas on the Program Schedule for Orientation is a Resource Fair where new students can learn about the 325+ student organizations on campus. The student organizations range from ethnic and religious based groups to Greek life, and various other groups. Orientation also has breakout sessions that discuss diversity on campus, sexual responsibility, communications, etc. These are just a few examples of the exposure the student athletes receive when attending SJSU.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

In many case, SJSU athletes are exposed to more opportunities and resources to help in their success at SJSU both in the classroom and on the field or court.

d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There was no inequity found in this area.
15. Participation in Governance and Decision Making. Involvement of athletics department staff, coaches and student-athletes from the under-represented gender within the athletics program in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;

Review of EADA information and feedback from Athletic participants.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 15 areas;

The Student-Athlete Advisory Council (SAAC) provides a forum for student-athletes to discuss a number of athletics issues, policies, and legislation, including gender and diversity issues. Each Head Coach nominates two team representatives (four for football) to serve on SAAC for the academic year. A male and a female SAAC member are appointed to serve as Western Athletic Conference (WAC) representatives. The Director of Student Services oversees and coordinates the SAAC's meetings and activities. Coaches are not present at SAAC meetings in order to encourage free and open discussion of issues. Issues of particular concern to student-athletes are communicated to the appropriate senior level staff members.

The SAAC meets monthly to discuss issues of interest to student-athletes pertaining to their educational, personal and athletic lives at San Jose State University. SAAC is actively involved in governance at conference and national levels. The Assistant Athletic Director for Compliance meets with the SAAC annually to present proposed NCAA legislation and obtain a SAAC vote on the proposed legislation which is then forwarded to the WAC by the Conference SAAC representatives.

All SJSU student-athletes are given the opportunity to apply for various NCAA leadership conferences and career in sport forums.

The student-athlete exit interview process provides student-athletes the opportunity to evaluate the Athletic Department's diversity and gender initiatives. All completed surveys and comments from any in-person interviews are forwarded to the Faculty Athletic Representative (FAR) and the appropriate senior level staff member for review and consideration. Issues of concern are presented to the Athletic Director.

Women are represented at every level of seniority and supervisory responsibility in the Athletic Department. The Senior Woman Administrator serves as an advocate on diversity and gender issues both internally and in the WAC. Coaches and staff are encouraged to serve on committees and in other venues to promote leadership in their sport or area of concentration.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under-represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis) [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and

There were no deficiencies identified. Student-athletes are afforded the opportunity to participate in governance and decision making through service as members of the SAAC and participation on conference-wide student-athlete committees. They are given the opportunity to apply for various NCAA conferences and forums for professional development and to provide feedback to senior members of the Athletic Department staff. Both genders are given equal opportunity in the aforementioned areas, with females having more representation given our sport sponsorship of more women's sports than men's.
d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

This will be part of a continued maintenance plan.

10. Using the plan for improvement section, provide an institutional gender-issues plan that addresses all 15 aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's gender-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

The institution must develop a five-year written, stand-alone plan addressing gender issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.

11. Describe how the institution will annually compare its gender-issues plan with its EADA reports and NCAA financial reports to determine if the course of action is still appropriate. Further, please provide the names and titles of the individuals who will be responsible for this review.

The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution's gender-issues plan.

The DIA Senior Woman Administrator (Liz Jarnigan), Faculty Athletics Representative (Bill Campsey), and Associate Athletic Director for Business Operations (Matt Witty) are responsible for the institution's annual review of comparisons between gender issues plans, EADA reports and NCAA financial reports. Their findings will be presented to the GEAC for review and approval on an annual basis. Once finalized by GEAC, a report will be
12. Describe the institution's efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle. Please note that all institutional plans must contain all of the committee’s required elements.

The institution's gender-issues plan must include the following requirements:

a. Include identification of issues or problems confronting the institution.
b. Include measurable goals the institution intends to achieve to address issues or problems.
c. Include specific steps the institution will take to achieve its goals.
d. Include a specific timetable(s) for completing the work.
e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.

Further, the institution's gender-issues plan must meet the following requirements:

a. Be committed to paper and be a stand-alone document.
b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.
c. Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.

SJSU's gender-issues plan for improvement was developed by members of the DIA administrative team. Input was obtained from coaches and student-athletes (via SAAC) in the form of an evaluation tool titled: Review of Program Areas Gender issues. A copy of this form is available in the Office of the Division of Intercollegiate Athletics. The plan was then presented to the GEAC for review, input and approval in the Spring of 2011. It will be reviewed and updated annually in the same manner. GEAC will also report once annually to the Athletics Board on the status of the plan.
### Plan Date Range: 2010-11 thru 2014-15

<table>
<thead>
<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Area</strong></td>
<td><strong>Issues in the Self-Study</strong></td>
<td><strong>Measurable Goals</strong></td>
<td><strong>Steps to Achieve Goals</strong></td>
<td><strong>Specific Timetable for Completing the Work</strong></td>
</tr>
<tr>
<td><strong>Accommodation of Interests and Abilities.</strong></td>
<td>Participation ratio is not proportional for women's athletics teams vs. men's athletics teams.</td>
<td>Increase the ratio of participation on women's teams.</td>
<td>Roster management according to attached plan.</td>
<td>SWA, Associate AD/Compliance.</td>
</tr>
<tr>
<td><strong>Athletics Scholarships.</strong></td>
<td>1) More male student-athletes receive winter session and summer school aid 2) Inequity with scholarship awards.</td>
<td>1) Make available winter session and summer school funding for female student-athletes 2) The entire financial aid maximums will be awarded within the next 18 mos.</td>
<td>1) Incrementally increase availability of winter and summer school aid, 2) Ensure all women's Head Coaches award entire financial allocations, 3) Monitor women's programs focusing on recruitment, retention, and allocations.</td>
<td>Director of Athletics, COO, SWA and Associate AD for Business &amp; coaches for women's programs.</td>
</tr>
<tr>
<td><strong>Equipment and Supplies.</strong></td>
<td>1) Lack of student manager support for women's programs (1) vs. the men's (9-10).</td>
<td>1) Increase number of student managers for the women's programs 2) Continue to provide appropriate and equitable equipment and supplies to all programs.</td>
<td>1) Appoint volunteer student managers either as an internship, or class project. 2) Continue to monitor and evaluate purchases, expenditures and allocation of apparel and equipment funds across all programs.</td>
<td>Director of Athletics, COO, Associate AD for Business and Equipment Manager.</td>
</tr>
<tr>
<td><strong>Scheduling of Games and Practice Time.</strong></td>
<td>No inequity identified during self-study.</td>
<td>Comparable practices times and competition dates for both gender.</td>
<td>Include evaluation of games and practice times on annual review of coaches and student-athlete evaluations.</td>
<td>SWA and Facilities Director.</td>
</tr>
<tr>
<td>Program Area</td>
<td>Elements</td>
<td>Goals</td>
<td>Steps to Achieve Goals</td>
<td>Individuals/Officers Responsible for Implementation</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>Travel Allowance</td>
<td>No inequity identified during self-study.</td>
<td>Continue to provide equitable modes of transportation, accommodations, per diem, dining options and other travel expenses as permitted per NCAA, institutional and conference regulations.</td>
<td>Continue to monitor and evaluate modes of transportation, accommodations, per diem, dining options and other travel expenses.</td>
<td>COO, Associate AD for Business, Sport Supervisors.</td>
</tr>
<tr>
<td>Academic Support Services.</td>
<td>No inequity identified during self-study.</td>
<td>Continue to provide equitable academic support and career development to all programs.</td>
<td>Continue to evaluate and monitor Student-Athlete Success Services (SASS) staffing, academic support and career development services and expenditures.</td>
<td>Associate VP, Academic Affairs, Director, SASS.</td>
</tr>
<tr>
<td>Coaches.</td>
<td>1) Recruiting of Coaches - Improve the recruiting process for female head coaches for the women's programs. 2) The salaries for assistant coaches for women's programs are not equitable to the assistant coaches of the men's programs.</td>
<td>1) The number of female head coaches for women's programs will increase through attrition 2) Salary dollars for assistant coaches of the women's programs will be equitable to the assistant coaches of the men's programs.</td>
<td>1) Identify and recruit the best female coaches that are compatible for the culture of the WAC and represent the SJSU community. 2) Evaluate the compensation packages for assistant coaches of the women's programs.</td>
<td>Director of Athletics, COO, Deputy Director, Associate AD for Business.</td>
</tr>
<tr>
<td>Medical and Training Facilities and Services.</td>
<td>Softball non-traditional season, gymnastics and women's volleyball.</td>
<td>Continue to provide high-quality services to both genders.</td>
<td>Move softball practice to afternoon, relocation gymnastics and volleyball trainer.</td>
<td>SWA/Head Trainer.</td>
</tr>
<tr>
<td>Housing and Dining Facilities and Services.</td>
<td>Only football has training table budget.</td>
<td>Offer increased budget to women's programs that would allow the opportunity for training table.</td>
<td>Senior Athletics Management staff to increase availability of training table for certain women's teams.</td>
<td>Director of Athletics, COO, Director, Associate AD for Business.</td>
</tr>
</tbody>
</table>
## Gender/Diversity Issues and Student-Athlete Well-Being

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicity and Awards.</td>
<td>No inequity identified during self study.</td>
<td>Coaches satisfied with publicity efforts and support.</td>
<td>Continue to ensure equitable representation of all sports.</td>
<td>Media Relations/COO.</td>
<td>Beginning and conclusion of each academic year.</td>
</tr>
<tr>
<td>Support Services.</td>
<td>Only football, baseball and men's basketball has access to regular administrative support.</td>
<td>Provide professional administrative support for Olympic sports.</td>
<td>Hire an administrative support coordinator for Olympic sports.</td>
<td>Director of Athletics, CO.</td>
<td>Fall of 2011, and each academic year.</td>
</tr>
<tr>
<td>Recruitment of Student-Athletes.</td>
<td>Inequity of supplying cell phones or reimbursement of dollars for cell phone plans for recruitment between the male and female programs.</td>
<td>The number of cell phones, or reimbursement of dollars for recruiting will increase for the women's programs.</td>
<td>Increase the number of cell phones, or reimbursement of dollars for recruiting for the women's programs.</td>
<td>Sport Supervisors, COO, Director of Athletics, SWA, Associate AD for Business, Associate AD for Compliance.</td>
<td>Fall of 2011, and each academic year.</td>
</tr>
<tr>
<td>Retention.</td>
<td>No inequity identified during self study.</td>
<td>Student-athlete, coach and staff retention.</td>
<td>Continue to ensure DIA retention numbers are in alignment with the general student body and workforce.</td>
<td>Director of Athletics, SWA, SASS.</td>
<td>Fall of 2011 and each academic year thereafter.</td>
</tr>
<tr>
<td>Participation in Governance and Decision Making.</td>
<td>No inequity identified during self study.</td>
<td>Involvement and Leadership opportunities available for all DIA staff and student-athletes.</td>
<td>Continue to offer diverse venues to DIA staff and student-athletes.</td>
<td>Director of Athletics, SWA, SAAC.</td>
<td>Fall of 2011 and each academic year thereafter.</td>
</tr>
<tr>
<td>Gender Equity Plan Reviews.</td>
<td>No identified institutional review of plan.</td>
<td>Improvement in institutional review plan.</td>
<td>GEDAC reviews annually and provides feedback, 2) Athletics Board reviews and recommends plan annually. 3)President reviews and authorizes plan annually.</td>
<td>SWA, Athletics Board Chair, Director of Athletics.</td>
<td>Fall of 2011 and each academic year thereafter.</td>
</tr>
</tbody>
</table>
Operating Principle

3.2 Diversity issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). For each condition, provide:
   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. **Condition**
   
   No such conditions were imposed as part of Cycle II certification process.

   **Action**
   
   No such conditions were imposed as part of Cycle II certification process.

   **Action Date**
   
   No such conditions were imposed as part of Cycle II certification process.

   **Explanation for partial or non-completion**
   
   No such conditions were imposed as part of Cycle II certification process.

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:
   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

The committee will not accept the following explanations for partial or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial completion or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 minority-issues plan.
The institution must demonstrate that it has implemented its Cycle 2 minority-issues plan or provide an explanation for partial completion of the plan.

a. The committee will not accept the following explanations for partial completion or noncompletion:

1. The institution did not possess sufficient funds to implement the plan.
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

b. The committee will accept the following explanation for partial completion or noncompletion:

- The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 minority-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. **Original Plan**

   **Original Plan Goal #1**
   
   **Issue**
   Adherence to SJSU's "Policy of commitment to a campus climate of diversity and equal opportunity" and compliance with NCAA's "Minority Issues Program."
   
   **Goal**
   DIA administrative staff will annually evaluate the division's activities in relation to NCAA and SJSU policies on diversity, equal opportunity, and the "Minority Issues Nine Program" areas of: Institutional and Athletic Department Commitment, Evaluation, Organization and Structure, Enrollment, Comparison of Population, Graduation Rates, Participation in Governance, Employment Opportunities, and programs/Activities.

   **Original Plan Goal #2**
   
   **Issue**
   Specific SJSU Diversity plan program and activities with special emphasis on surveying and evaluation of ethnic and gender make-up of SJSU teams.
   
   **Goal**
   Develop recruitment and hiring targets that mirror those of the SJSU student-athlete populations.

   **Original Plan Goal #3**
   
   **Issue**
   Have DIA staff, esp. Head Coaches, reflect the diverse population of the campus and the Bay Area.
Goal
DIA will work with the University's Human Resources and Faculty Affairs Offices in assessing targeted hiring goals (staff mirroring SJSU student-athlete population).

Original Plan Goal #4
Issue
Diversity programs for student-athletes and staff.
Goal
Have annual meetings with specific programs geared towards targeted audiences such as the new student-athlete/staff member orientation.

Original Plan Goal #5
Issue
Improve the graduation rates of male African-American student-athletes.
Goal
Get the graduation rate for male African-American student-athletes closer and eventually equal to that of all male student-athletes.

Action
Original Plan Goal #1
Actions Taken
Specific DIA program administrators and/or Head Coaches will be asked to provide compliance with University and Divisional program policies and goals.

Senior Athletic Administrators will prepare reports that are presented to the Athletics Board, President's Staff, and the SJSU Campus Climate Committee.

Provide statements of equality and diversity that will be placed in various divisional publications (e.g. media guides, Student-Athlete Handbook).

Original Plan Goal #2
Actions Taken
DIA conducts annual reviews of gender and ethnic make-up of student-athlete populations. Input is received from the S.A.A.C. Senior management to present reports that shows the progress of equal employment opportunities throughout DIA.

Original Plan Goal #3
Actions Taken
DIA worked with specific groups and organizations to target specific ethnic and gender groups for recruiting activities. Hired outside consultants to specifically search for and to recruit specifically targeted applicants. Encouraged Head Coaches to search for, recruit, and mentor specific target groups for Assistant Coaches positions.

Original Plan Goal #4
Actions Taken
Worked with specialists in the diversity area to assess the division's needs in training and provide actual training programs. Senior management solicited student-athletes (S.A.A.C. and exit interviews) input regarding the types of training programs to be offered. Additionally, specific DIA programs (such as CHAMPS/Life Skills) were developed. DIA also partnered with Human Resources, Faculty Affairs Office, and the new employee orientation leaders to ensure diversity as a value is communicated throughout all of DIA.
Original Plan Goal #5
Actions Taken
The division and the university will continue to enhance the academic services for student-athletes. A diverse academic support service staff will and has been employed. The Scott Gadway Academic Support Center has been opened at a south campus athletic facility for ease of access for all student-athletes. The University, in conjunction with DIA, has strengthened and enhanced the new student orientation program.

Action Date

Original Plan Goal #1
Action Completion Date
Fall 2003 and reviewed annually thereafter.

Original Plan Goal #2
Action Completion Dates
Fall 2003 and reviewed annually thereafter.

Original Plan Goal #3
Action Completion Dates
Fall 2003 and reviewed annually thereafter.

Original Plan Goal #4
Action Completion Dates
Spring 2004

Original Plan Goal #5
Action Completion Dates
Fall 2003 and reviewed annually thereafter.

Explanation for partial or non-completion

Original Plan Goal #1
Explanation for partial or non-completion of actions
The goals and actions were completed with the exception of Senior Athletic Administrator presenting reports to the Athletics Board, President's Staff and Campus Climate Committee. As a result of this self-study, Athletics has added as a new action item: a call to create an annual Diversity report. The report will include information relative to minority athletics graduates compared to that of general student body, minority employee information, SAAC presence, and goals on integrating Athletics Diversity issues and campus issues.

Original Plan Goal #2
Explanation for partial or non-completion of actions
The goals and actions were completed with the exception of Senior Athletic Administrator preparing reports that show the progress of equal employment opportunities throughout DIA. SJSU is an equal opportunity employer and upon further review, revised its initial goal of setting hiring targets. SJSU does not use numerical targets in any aspect of its hiring practice. That said, SJSU worked diligently to expand the diversity of its applicant pools and is pleased to report that the goal of greater department-wide diversity has been achieved and is evidenced by a wider range of ethnic composition throughout the department compared to Cycle 2 Self-Study.
Original Plan Goal #3
Explanation for partial or non-completion of actions
Partial completion; however, the end result of creating a more diverse population in Athletics has been met. SJSU is subject to certain governmental record keeping and reporting requirements for the administration of civil rights laws and regulations. In order to comply with these laws, the Office of Equal Opportunity and Workforce Planning invite candidates to self-identify their race or ethnicity. Submission of this information is voluntary, and refusal to provide it will not subject the applicant to any adverse treatment. The information obtained is kept confidential and may be used only in accordance with the provisions of applicable laws, Executive Orders, and regulations, including those that require the information to be summarized and reported to the federal government for civil rights enforcement. When reported, data does not identify any specific individual. In order to ensure good faith efforts are being made to recruit diverse applicants, the Office of Equal Opportunity and Workforce Planning will provide a copy of the summaries that are reported to the federal government to each department's Human Resource Contact, including the DIA.

Original Plan Goal #4
Explanation for partial or non-completion of actions
All objectives were completed. Athletics did, however, go down a slightly different path to get to the end result. When the Director of Student Success Services, who is now the SWA, was hired she brought her own programming plan and instilled it into the overall Athletics vision for Diversity. Under her able leadership, programming is provided each semester and/or annually to student-athletes, coaches and staff. These speakers and/or programs address those areas designed to enhance an appreciation and understanding of overall diversity, including diversity training, gender equity, Life Skills programming, etc. The goal is to have each student-athlete attend one of the main program areas to broaden their life training. The DIA also encourages coaches and staff to be active in national organizations relevant to their sport and to attend programming put on by those organizations. Such programming often includes issues relevant to diversity and inclusion. Finally, students are surveyed and the data is analyzed and the findings are discussed with head coaches, sport supervisors, staff and the Director of Athletics.

Original Plan Goal #5
Explanation for partial or non-completion of actions
All actions were implemented and contributed toward the attainment of the goal of increased graduation rates for African-American male student-athletes. Athletics has seen a 19% increase in the graduation rates of African-American males (4-Class category) between the 2001 and 2007. In 2008 there was a drastic dip to 13% graduation rate of African-America males in the 4-Class category. Between 2008 and 2009, there was a 9% increase that raised the 2009 African-American male graduation rate to 22% in the 4-Class category. Upon further review, the 2008 dip can be attributed to staffing changes in football and basketball programs the two sports that house the majority of our male African-American student-athletes. As a direct result, student-athlete turnover in those two programs accounted for the graduation drop between 2007 and 2008.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.2 (Minority Issues). For each additional plan, provide:
   a. The additional goal(s);
   b. The step(s) taken by the institution to achieve the goal(s); and
   c. The date(s) the step(s) was completed.

No such additional plans have been developed.
4. Explain how the institution is organized to further its efforts related to the diversity-issues operating principle for both department of athletics staff, coaches and student-athletes.

San Jose State University and the DIA are committed to creating an environment that fosters and encourages excellence from all individuals. The DIA partners with the university Human Resource offices to ensure recruiting and hiring practices are EEO compliant and has not and/or will not discriminate based on race, color, religion, national origin, gender, age, sexual orientation, veteran status, or disability. The DIA is also committed to recruiting, educating, and graduating the highest quality of student-athlete without discrimination based on race, color, religion, national origin, gender, age, sexual orientation, veteran status, or disability.

There is a real commitment to diversity demonstrated by SJSU Athletics. Annual surveys are conducted of the student-athletes to gauge their overall experience, including thoughts on diversity equity and whether or not their environment is inclusive. The survey findings are used to set curriculum for future student-athletic programming. The DIA administration also constantly stresses the importance of broad outreach to their selection committees. In the past decade, many new staff members have been hired who are members of underrepresented populations (refer to item 11 for three year average).

San Jose State University Athletics commitment to diversity was noticed and honored when they received one of the 2007-08 Diversity in Athletics Awards. SJSU Athletics was one of twelve Division I institutions to receive the Overall Excellence in Diversity status and was also praised in the Racial Diversity and Value and Attitudinal Diversity categories. The Diversity in Athletics Award recognizes the NCAA Division I athletic departments that excel in the area of staff and student-athlete diversity. This award is presented annually by the Laboratory for Diversity in Sports in collaboration with the NCAA.

Finally, each year, SJSU Athletics donates approximately $1,000 to the John McLendon Minority Scholarship Fund (an affiliate of the National Association of Collegiate Directors of Athletics) which awards scholarships to minority individuals looking to pursue a career in athletics administration.

5. Describe the institution's written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address issues of diversity, including where the statements are published. Describe how the institution's written statements are communicated directly to department of athletics staff, coaches and student-athletes.

The institution must demonstrate how the institution's and department of athletics' written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.

As noted above, SJSU Athletics' mission statement demonstrates a strong commitment to issues of diversity. The mission statement stresses the idea of developing a diverse group of student-athletes, coaches and staff as well as being recognized as a leader in diversity. Additionally, SJSU Athletics' core values statement identifies diversity within the core value "character." The drafting of the department's values statement is a concrete example of the institution's commitment to diverse participation and expression of ideas. It was re-written in 2010 in collaboration with coaches and senior administration. Previously published as the Athletics Philosophy, one of the main objectives was to be recognized as a non-discriminatory department. The Mission Statement and Core Values statement are published on the SJSU Athletics' website, www.sjsuspartans.com, as well as the departmental Policies and Procedures Manual. As a result of the self-study, Athletics will also be publishing the mission and core value statements in the Student-Athlete handbook that is provided to each student-athlete annually. San Jose State University also has a diversity master plan developed with broad campus input. In 2006, the University began its work on Inclusive/Excellence Diversity Master Plan that was published in 2009. The plan stands as a benchmark on making diversity central in its institutional and educational mission statements and policies.

6. Describe how matters concerning diversity issues for department of athletics staff, coaches, and student-athletes are monitored, evaluated and addressed on a continuing basis.

SJSU is committed to creating an environment that fosters and encourages individuals to freely address diversity issues. Staff is encouraged to attend various staff development opportunities such as workshops, lectures, and conferences. Staff also attend national meetings conducted by the NCAA, NACDA and other organizations that
provide programs, round-table discussions and workshops where diversity issues are discussed. Additionally, DIA staff participate in the university Campus climate surveys, HR Customer Satisfaction surveys and other campus forums. Additionally, staff is provided access to DIA management as well as university personnel via open door policies, union collective bargaining agreements and policies such as EEO and Whistle-blower.

Regarding student-athletes, diversity issues are monitored in a variety of ways. The student-athlete exit interview is conducted in a stress-free environment by an external provider. The interview offers the student-athlete the opportunity to provide feedback on a number of topics including diversity issues. Student Academic Support Services also offers an opportunity to monitor diversity issues via the Clifton's Strength Finder Assessment, the Champs Skills, and other similar assessments and programming.

Despite these sound efforts, and as a result of the self-study, it was determined that a more formal process should be implemented to ensure there are adequate reporting lines between staff, coaches and student-athletes regarding diversity issues. Therefore, the following actions have been identified:

1. During annual NCAA Compliance and Rules meetings, conducted by the Associate Athletics Director for Compliance, the FAR will notify student-athletes that he is available to discuss any issue regarding diversity.
2. The Student-Athlete Advisory Council (SAAC) provides a forum for student-athletes to discuss and concerns regarding issues such as diversity. As stated earlier, the SAAC represents a broad range of student-athletes. The full-time staff member assigned to overseeing SACC meetings will encourage student-athletes to engage in open discussions regarding diversity. This exchange will be shared by members of the Athletics Department's senior staff.
3. The student-athlete annual survey and exit interview process provide additional opportunity for student-athletes to voice their opinions regarding diversity issues.
4. Each sports sponsored by SJSU is supervised by a member of the departments senior staff. In this role, it is imperative that the sports supervisor implement an "open door" policy for student-athletes and coaches regarding diversity issues.

7. Describe the programs and activities the institution has in place for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of the underrepresented groups or individuals of diverse backgrounds.

The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of under-represented groups or individuals of diverse backgrounds.

All new students are required to attend Orientation. Students are exposed to the diverse opportunities and resources available to them on campus. The Orientation is comprised of many avenues to get new students on campus aware of campus life. One of the areas on the Program Schedule for Orientation is to visit the Resource Fair where new students can learn about the 325 student organizations on campus. The student organizations range from ethnic and religious based to Greek and Major related groups. The Orientation also schedules discussion sessions regarding various topics including: diversity, sexual responsibility, cultural communications, etc. The MOSAIC Cross Cultural Center is heavily involved with Orientation. MOSAIC's mission is to provide a safe and welcoming atmosphere on campus. They advocate for the historically under-represented groups, create leadership opportunities and offer intentional programming that focus on critical thought, social justice and cultural empowerment for the SJSU community.

As part of the Diversity Master Plan at San Jose State University, the Unity Council was created to provide a collaborative forum through which campus groups can build community with one another; inform one another about different perspectives and identities; collectively help serve the needs, interests and concerns of our highly diverse community; unite individuals to work together toward converging issues for campus members; understand key issues of all the associations; work for students, staff and faculty members; work on specific issues as these affect groups such as the faculty in terms of workload, funding, compensation, teaching load and RTP for faculty members of color and marginalized faculty members; focus on student retention and graduation and namely EOP on this campus (remediation issues); and inquire about diversity issues of concern to faculty, staff, and students and develop strategies to resolve these issues.

The Council is made up of chairs, presidents or representatives from the existing SJSU affinity groups. Examples of the affinity groups on campus are the African-American Faculty and Staff Association, Asian Pacific Islander
Caucus, Chicano/Latino Faculty and Staff Association and the Lesbian, Gay, Bisexual, Transgender Faculty and Staff Association. Additionally, and as part of the university Diversity Master Plan, the campus schedules several Difficult Dialogue sessions where staff, faculty and students explore difficult topics like Transgender, White Privilege, Affirmative Action, Military Students, etc. In 2009-2010 and in 2010-2011 fiscal years, all staff were mandated to attend a two hour sexual harassment training and a two hour workplace violence prevention program to ensure a workplace free of harassment, intimidation, and violence.

8. Describe how the institution actively recruits department of athletics staff, coaches and student-athletes from underrepresented groups or diverse backgrounds including a description of actions and strategies taken to increase diversity.

The institution must demonstrate through actions and strategies how it actively recruits department of athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds from those currently represented in athletics.

San Jose State is committed to dedicating resources and time to ensure that our recruiting and hiring practices are inclusive to underrepresented groups. SJSU abides by all State and Federal nondiscrimination laws and regulations. In addition, the Athletics Department works closely with the Department of Human Resources in order to conduct fair and equitable hiring practices. The athletics department follows HR guidelines and ensures that job advertisements are disseminated to and posted to sources intended to generate a diverse and fair pool of candidates.

In order to attract a diverse pool of potential candidates, the DIA works to further diversity applicant pools by reaching out to organizations that help reach minority populations. For example, it is common for the Athletics Department to reach out to the Black Coaches Association, the Women's Basketball Coaches Association, the National Association for Collegiate Women Athletic Administrators, Minority Opportunities Athletics Association (through NACDA), and other national organizations that identify potential candidates. The university does not have a formal policy on the use of search firms and utilizes search &#64257;rms for senior level positions such as the head football coach position. Any search &#64257;rms selected for any university hiring are informed of and must abide by SJSU's equal opportunity obligations and expectations.

9. Describe institutional and department of athletics hiring practices to ensure the department of athletics demonstrates a commitment to diversity in hiring procedures for department of athletics staff and coaches. Compare and explain any differences that exist between institutional hiring practices and department of athletics hiring practices. Please provide the date of your most recent assessment and comparison of the institution’s and athletics department's hiring practices. Note: this assessment and comparison must occur at least once every five years.

The institution must provide evidence that an assessment and comparison of the institution’s and department of athletics' hiring practices has occurred at least once every five years.

San Jose State University is an Equal Opportunity/Affirmative Action employer. San Jose State University has two hiring processes in which Athletics is involved with. The University's Division of Human Resources oversees the hiring process for all Management (MPP) and Staff employees. The Office of Faculty Affairs oversees the hiring process for Faculty appointments. The classification(s) for Coaches falls under the Office of Faculty Affairs.

The Division of Human Resources holds Athletics to the same standards as the rest of the campus in regards to hiring practices. The same steps are used for Athletics hires as any other hire on campus when it pertains to Management and Staff. All vacant position announcements are published on the Institutions main website, which is automatically pushed to other job posting sites such as highered.com. Athletics will also publish most jobs on NCAA.org with the occasional posting on the NACWAA website, BCA website, EAMA website, etc. All job postings must be open and published for a minimum of two weeks. Athletics will create the screening criteria for HR to screen the applicants. Applicants can, as an option, submit racial composition that is kept confidential from the
hiring committee. Once the applications are screened, HR will send down those applications that have passed the initial screening criteria. Interviews will then resume. It is a requirement for all applications to be evaluated by hiring department. All interviewed candidates must have a second evaluation submitted by hiring department as well. Once top candidate(s) are identified, reference checks must be performed. After the full process is exhausted by the hiring department, all paperwork must be submitted and approved by Human Resources before an offer can be extended.

The Office of Faculty Affairs holds Athletics to the same standards as the rest of the campus in regards to hiring practices. The same steps are used for Athletics hires as any other hire on campus when it pertains to Faculty hires. All vacant position announcements are submitted to Faculty Affairs via the Chief of Staff for the University. All vacant position announcements are published on the Institutions main website, which is automatically pushed to other job posting sites such as highered.com. Athletics will also publish most jobs on NCAA.org. All job postings must be open and published for a minimum of two weeks. Applicants can, as an option, submit racial composition that is kept confidential from the hiring committee. Athletics will screen candidates for appropriate qualifications and commit to the interview process. After the interview process is complete, Athletics must prepare the Recruitment Report for Full-Time Temporary Appointment and submit w/other documents to Faculty Affairs via the Chief of Staff. Other documents include: Appointment letter, Employee profile, Letter of application, Employment questionnaire, SC-1 (Statement of Professional Preparation and Experience), Resume, Original transcripts for terminal degree, and three recent letters of recommendation. After search paperwork is approved by the Chief of Staff and Faculty Affairs, official offer w/appointment letter can be made to selected candidate. Athletics relies on both Human Resources and Faculty Affairs to assess their hiring practices and requirements since they must follow the guidelines set forth by both hiring authorities.

10. Describe institutional and department of athletics polices related to the use of outside firms (e.g., search firms) and truncated or expedited hiring processes. Describe the actual hiring practices used by your institution since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at your institution.

The institution must demonstrate a commitment to diversity in all athletics department hiring efforts, including those involving outside firms (e.g., search firms) and truncated or expedited processes.

San Jose State University may, from time to time, utilize reputable search firms for its high profile positions. The search firms selected must fully understand the importance that SJSU and the NCAA place on diversity. The most recent high profile position hired using a search firm is our current head football coach in 2009-2010. SJSU did not hire a minority, but SJSU did receive an overall "A" from the Black Coaches and Administrators (BCA) for this recruitment. Within the overall grades, there are four categories which are: Communication, or direct telephone communications between President of BCA and/or Chair of MOIC; Hiring/Search Committee, which consists of percentage of people of color on search committee; Candidates Interviewed which consists of percentage of candidates participating in on-campus interviews; and Reasonable Time which pertains to the length of time the search took before hire. There were a total of 34 institutions that hired a new head football coach between FBS and FCS in 2010. San Jose State was one of thirteen FBS schools to get an overall "A" and one of three FBS institutions to receive an "A" in each category.

11. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:
a. Full-time senior administrative department of athletics staff members (i.e., assistant director of athletics up through the director of athletics level);

b. Other full- and part-time professional (i.e., nonclerical) department of athletics staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the department of athletics);

c. Full- and part-time head coaches;

d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);

e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and

f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student athlete advisory committee) members (if any).

a. Full-time senior administrative athletics department staff members (i.e., assistant athletic directors up through the athletic director level).

One member of the SJSU Athletics current senior staff is minority. He has held his post in the Athletics Department for over three decades. Over the previous three years, there was an African American female on Senior Staff that took a job at a different institution. A minority did not fill her position. There has been an equitable representation of male and female over the years in question.

b. Other full and part-time professional (i.e., non-clerical) athletics department staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department).

Based on a three year average, nearly 24 percent of professional athletics-department staff is minority, as the Racial and Ethnic Composition chart demonstrates. Most of those fall under the African-American, Asian, Hispanic, Two or more and other categories. As a whole, ethnic composition within professional staff is similar to that of the Faculty base on campus. There has been an equitable representation of male and female over the years in question. During the self-study process, the DIA determined that the information submitted to the NCAA regarding ethnic composition for coaches and staff has been submitted inconsistently and has underrepresented the full diversity of the department. In keeping with the state and federal law, DIA provides staff with an opportunity to self-identify on a strictly voluntary basis to better track the ethnic composition and thereby provide more accurate information to NCAA. In the past three years, three different individuals have compiled this data submitted to the NCAA. Athletics will identify one position on their staff to be responsible for this data and this will create consistency in the data collection and reporting.

c. Full and part-time head coaches

In the last three years there has been very little change in the racial and ethnic composition of the head coaching staff. There have been two head coaches hired since 2008, neither of which are a minority group. Out of 15 head coaches, four are minority which equates to 27% of our head coaching staff being a part of the minority groups labeled by the NCAA. San Jose State Athletics embraces the fact that we have the only African-American head coach in the country for the sport of gymnastics. Athletics is also very proud of that fact that they have the only Vietnamese head coach in the country for the sport of women’s tennis. As a result of self-study, Athletics realized that the information submitted to the NCAA regarding ethnic composition for coaches and staff has been submitted inconsistently which adversely affects the percentages to show they aren’t as diverse as they actually are. For example, one coach has been categorized differently within a three year period. Only one year was his ethnic composition submitted correctly and he categorizes himself as one of the minority groups. In the past three years, three different individuals have compiled this data submitted to the NCAA. Athletics will have one person be responsible for this to create consistency.

d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches).

Among this group there has been a slight increase in the number of African-American and Hispanic Assistant Coaches over the last couple of years. On average for the past three years, nearly 32% of our assistant coaches are minority which is consistent with Faculty/Staff base on campus. There has been an equitable representation of male and female over the years in question. As a result of self-study, Athletics realized that the information
submitted to the NCAA regarding ethnic composition for coaches and staff has been submitted inconsistently which adversely affects the percentages to show they aren't as diverse as they actually are. For example, one assistant coach has been categorized differently within a three year period. Only one year was her ethnic composition submitted correctly and she categorizes herself as one of the minority groups. In the past three years, three different individuals have compiled this data submitted to the NCAA. Athletics will have one person be responsible for this to create consistency.

e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and

The Athletics Board is made up of University Faculty and Staff, the Athletics Director, two student-athletes and one Spartan Foundation board member. Over the last three years, three ethnic categories have been represented. The Board's ethnic composition has been 86.1% White, 8.3% Black and 5.6% Asian.

f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student-athlete advisory committee) members (if any).

San Jose State University Athletics has a Student Athletic Advisory Council (SAAC), which has a similar minority representation to the student-athlete body as a whole for the last three year average. SAAC is a voluntary organization in which student-athletes request membership.

12. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

Overall, the self-study demonstrated no issues regarding actual or perceived discrimination. San Jose State University had a negligible number of American Indian/Alaskan Natives among both students and student-athletes on aid. Between 33% and 35% of the student body consisted of Asian-Pacific Islander (including Native Hawaiian) students compared to roughly 6 to 8 percent student-athletes on aid in those categories. Between 4 and 6 percent of student body were African-Americans, compared with 16%-18% of student-athletes. About 17%-20% percent of students and 8-12% percent of student-athletes identified themselves as Hispanic. Between 26 and 27 percent of students identified themselves as white, compared with between 50 and 58 percent of student-athletes. Roughly 4 percent of the student-body were from other countries compared to 1 to 3 percent of student-athletes on aid. In the Other category (including 2 or more), student-athletes on aid was 7 to 8 percent, the general student body was 10 to 11 percent.

Traditionally, the percentage of African-American students participating in collegiate athletics is higher than those who matriculate into the general student body, with most of those minority students being represented in the varsity football and men's and women's basketball programs. Such is the case at the San Jose State University. Overall, the numbers of racial and ethnic minority student-athletes at SJSU are comparable to those within the overall student body and consistent with the number students who perform at the level that would make them competitive in Division I programs nationwide. Although some categories are grossly underrepresented, some categories are grossly over-represented as well. This is typical on a campus situated in the diverse area that San Jose State is in. However, the goal of the San Jose State University is to improve the representation of underrepresented student athletes throughout all programs.

13. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

Based on a three year average of SJSU reported numbers by category and sport compared to the 2009-2010 Federal Graduation Rates Report, the following is a breakdown by category and group comparing SJSU student-athletes who received aid compared to the Federal Graduation Rates Report:

For the Men's Basketball group, SJSU mirrors the national average in the African-American (62% SJSU compared to 61.6% Fed Report) and White categories (24% SJSU compared to 23.3% Fed Report). The other ethnic categories are similar other than SJSU has had a higher percentage of student-athletes in the Hispanic (6% SJSU compared to 1.9% Fed Report) and Two or more (4% SJSU compared to .1% Fed Report) categories and less in the NR Alien (2% SJSU compared to 7.7% Fed Report) and Other (0% SJSU compared to 4.7% Fed Report) categories.

For the Baseball group, SJSU mirrors the national average in the White category (80.3% SJSU compared to 81.2% Fed Report). The remaining ethnic categories are similar other than SJSU has had a higher percentage of student-athletes in the Asian (5.1% SJSU compared to 1.3% Fed Report) and Hispanic (8.5% SJSU compared to 5.8% Fed
For the Football group, SJSU is consistent with the national average in the White category (32.3% SJSU compared to 35% Fed Report). There is a large discrepancy while comparing the remaining ethnic categories. Although SJSU has had a lower percentage of African-American student-athletes in this category (41.4% SJSU compared to 55.3% Fed Report), SJSU has had a much higher percentage of student-athletes in the Hispanic (6.6% SJSU compared to 1.8% Fed Report), Native Hawaiian (7.2% SJSU compared to 1% Fed Report) and Two or more (16% SJSU compared to .2% Fed Report) categories.

For the Men's Cross Country/Track (SJSU only has Cross Country) group, there are some large discrepancies across all categories. In the White category (72.2% SJSU compared to 56.5% Fed Report), SJSU has a much higher rate. There is also a large discrepancy in the African-American (2.8% SJSU compared to 26.5% Fed Report) category. SJSU has had a much higher percentage of student-athletes in the Hispanic (11.1% SJSU compared to 4% Fed Report) and Asian (8.3% SJSU compared to .9% Fed Report) categories.

For the Men's Other group, there are some large discrepancies across a few of the categories. In the White category (54.8% SJSU compared to 67.5% Fed Report), SJSU has a much lower rate. There is also a large discrepancy in the African-American (11.1% SJSU compared to 4.6% Fed Report) category. SJSU has had a much higher percentage of student-athletes in the Hispanic (17.5% SJSU compared to 4.5% Fed Report) and Asian (6.3% SJSU compared to 2% Fed Report) categories. SJSU has a much lower rate in the NR Alien category than the Federal Report (5.6% SJSU compared to 16.2% Fed Report).

For the Women's Basketball group, SJSU mirrors the national average in the African-American (53.5% SJSU compared to 52% Fed Report) and White categories (34.9% SJSU compared to 36.7% Fed Report). The other ethnic categories are similar other than SJSU has had a higher percentage of student-athletes in the Two or more (11.6% SJSU compared to .2% Fed Report) category and less in the NR Alien (0% SJSU compared to 5.8% Fed Report) and Other (0% SJSU compared to 3.9% Fed Report) categories.

For the Women's Cross Country/Track (SJSU only has Cross Country) group, there are across a few of the categories. In the White category (64.7% SJSU compared to 53.7% Fed Report), SJSU has a much higher rate. There is also a large discrepancy in the African-American (0% SJSU compared to 31.9% Fed Report) category. SJSU has had a much higher percentage of student-athletes in the Hispanic (27.9% SJSU compared to 3.3% Fed Report) and Asian (4.4% SJSU compared to .7% Fed Report) categories.

For the Women's Other group, there are some large discrepancies across a few of the categories. In the White category (68.5% SJSU compared to 74.6% Fed Report), SJSU has a much lower rate. There is also a fairly large discrepancy in the Asian (10.1% SJSU compared to 2.5% Fed Report) and Hispanic (9.3% SJSU compared to 4.4% Fed Rate) categories.

The numbers show that SJSU Athletics has similar diversity ratio's in a few sports to that of the Federal Report. The numbers also show that, in many instances, the student-athlete population at SJSU is more diverse than most institutions across the country for the other groups. Although some of the ratios appear in a negative manner, the ratio's are shifted to the other minority groups within the reporting structure.

**14. Using the program areas for diversity issues:**

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.
The institution must conduct a thorough and written review of each of the four program areas for diversity issues. Please see program area definitions located in the Equity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's diversity issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.

The review must:

a. Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process;

Please note that for the program area of assessment, the use of student-athlete exit interviews alone does not constitute a complete assessment for purposes of the self-study. An institution may choose to include student-athlete exit interviews as part of a broader assessment conducted, but the institution must ensure that an assessment of the entire department of athletics has been conducted in respect to diversity issues.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and department of athletics staff with diverse racial, ethnic and other backgrounds. Please note any deficiencies should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

1. Assessment. Assessment of department of athletics activities to evaluate consistency with objectives set forth in the institution's and department of athletics' written diversity statements; assessment of campus diversity climate through evaluation of various campus constituencies using the five diversity program areas.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

San Jose State University performed a complete study by examination and verification of all the applicable materials. Members of the self-study committee analyzed institutional and Athletic Department documents and interviewed Senior Athletic Department staff to gather information about such statements, organization, and the relationships between the Athletic Association and the University's commitment to its Diversity/Inclusion Plan.

b. Provide data demonstrating the institution's status and commitment across each of the four areas;
The Division of Intercollegiate Athletics administers an exit interview survey of student-athletes to assess all operations and support services. The surveys contain specific questions related to diversity (racial and gender sensitivity and respect). Follow-up one-on-one meetings are held if necessary. Any recurring themes are highlighted specifically. Athletics has established a variety of programs and services to further the objectives set forth in the University's and the Athletic Departments commitment to diversity, and these programs and services are evaluated regularly. Most notable are the academic support services, career development programs, StrengthsFinder program, and the community and leadership programs offered through SAAC. With the many topics that the NCAA stresses campuses to instill in their respective student-athletes, Athletics annually and/or by semester, rotates programming so that a student-athlete, within their four year experience on campus, will get the broad based training and education outside of the classroom related to diversity issues, gender issues, alcohol awareness, drug and steroid awareness, etc. The Division of Intercollegiate Athletics also administers informal exit interviews for staff and coaches who leave the University. The questions are not set with a scale but more open ended questions that could lead to a broad range of answers.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Assessment data is currently gathered during the student-athlete exit-interviews and sometimes used in the coaches annual evaluations. There is much more data in question that is not being utilized to its potential. The data, at this point, is only used if a glaring issue arises from the interview and/or collection of data. The student-athlete exit-interview questionnaire is a pretty solid piece in terms of data collection in the areas of Student-Athlete Success Services, Sports Medicine, Strength & Conditioning, Compliance, Equipment Room, Team Travel, Student Services, CHAMPS/Life Skills, Media Relations/Marketing, Administration, Head Coach, Assistant Coaches, and Gender Equity.

The exit-interview tool would be a valuable tool to take the place of the informal interview for exiting staff and coaches as well. Gathering data from this group would help the overall vision of Athletics as it would mean you would have asked the same questions to all student-athletes, coaches and staff who have been involved with San Jose State Athletics.

Programs are in place to provide training (diversity, gender responsibility, drug and alcohol, etc) to student-athletes and staff in a fair and reasonable manner. The idea of touching on the many program areas the NCAA wishes to instill to its members in a four year period is plausible. Along with its own programming, great effort is made with regards to integrating the student-athlete into the life of the campus.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

Athletics directly addresses the stated issues regarding Assessment in its newly adopted Diversity Plan.

2. **Retention.** Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of under represented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

San Jose State University performed a complete study of by examination and verification of all the applicable materials. Members of the self-study committee analyzed institutional and Athletic Department
documents and interviewed Senior Athletic Department staff to gather information about such statements, organization, and the relationships between the Athletic Association and the University's commitment to its Diversity/Inclusion Plan.

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

Programs in place for retention of staff and coaches are the opportunities for professional development offered by Athletics, annual reviews that include compensation reviews and the possibility of extended contract negotiations based on competitive and academic successes. All upper management along with head coaches are given opportunity to attend professional development seminars, conferences, etc. Athletics currently has five head coaches on multi-year contracts, two of which are minority coaches of a women's sport. A sixth just came off a multi-year who is also a minority coaching a women's sport. Athletics looks favorable in promoting from within. In the last year alone, seven vacant positions were filled from within with one of those hires being minority. Current coaching community at SJSU has been here, on average, for 10+ years. Men's average is 12 years, women's average is 9 years.

Retention of student-athletes is an area that we SJSU Athletics has really strived to enhance since Cycle II. Post Cycle II and the creation of APR, SJSU Athletics and a few of its programs were hit hard with APR penalties which directly tied to retention of student-athletes. In 2005, Athletics made a commitment to excellence in the classroom and is now out of major APR penalty status with a very bright future of academic success. They were able to do that by enhancing Student Academic Services (SAS) and Student-Athlete Success Services (SASS) to the point where no SJSU sports programs are in any APR penalties. Athletics now graduates a higher percentage of student-athletes than that of the general student body. In enhancing SAS and SASS, many programs were created to focus directly on the student-athletes experience on campus. More so, a non-academic curriculum was created to give the essential tools and resources to student-athletes that directly steered them in the right direction to be successful in the classroom. All newcomer student-athletes at SJSU take the Clifton StrengthsFinder Assessment at the beginning of the semester. StrengthsFinder is a 30-minute online assessment utilized by many SJSU Student Support units (including Counseling Center, the Career Center, the Learning Assistance Resource Center, the Disability Resource Center, and the Health Center) aimed at helping people discover and maximize their unique talents. Student-Athletes then apply their top 5 strengths to a series of study skills and life skills self-assessments administered to them during their weekly academic meetings. Peer tutors or Academic Advisors then discuss the results with each student-athlete. Part of each discussion includes mention of the campus resource(s) related to the week's topic. The self-assessment topics include:

Week 1: Strengths Finder
Week 2: Foundations of Success
Week 3: Academic Self Confidence
Week 4: Multiple Intelligences and Learning Styles
Week 5: Memory and Concentration
Week 6: Taking Notes and Being Prepared
Week 7: Taking Tests
Week 8: Goal Setting
Week 9: Self-Responsibility
Week 10: Time Management
Week 11: Motivation and Change
Week 12: Diversity and Communication
Week 13: Health and Performance
Week 14: Stress and Coping

In addition to the Athletics programming, all new students to SJSU are required to attend Orientation. Orientation is comprised of many avenues to get new students on campus aware of campus life. One of the areas on the Program Schedule for Orientation is to visit the Resource Fair which is where new students can learn about the 325+ student organizations on campus. The student organizations range from ethnic and religious based groups to Greek life to Major related groups among many others. The Orientation also has breakout sessions that University Life 101 which discusses diversity on campus, sexual responsibility, communications, etc. The MOSAIC Cross Cultural Center on campus is heavily involved with Orientation. MOSAIC's mission is to provide a safe and welcoming atmosphere on campus. They advocate for the historically under-represented groups, create leadership opportunities and offer intentional programming that focus on critical thought, social justice and cultural empowerment for the
SJSU community. These are examples of the many avenues SJSU Athletics takes to ensure success in their academic situations on campus. Creating successful students allows for greater success for student-athletes in competition.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

All student-athletes, regardless of race or ethnicity, have the same Athletics offered opportunities and have an equal opportunity to benefit from all the programs set in place by Athletics to ensure academic and competitive success. Athletics ties in with campus programs to get information to student-athletes in many of the same ways campus does with its general student body. The programs Athletics put together annually are a great extension to the campus programs regarding student success, diversity options, gender responsibility messaging, etc.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

Maintenance plan addressed in stand-alone Diversity Plan.

3. Partnerships. Collaboration and integration between athletics department and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

San Jose State University performed a complete study of by examination and verification of all the applicable materials. Members of the self-study committee analyzed institutional and Athletic Department documents and interviewed Senior Athletic Department staff to gather information about such statements, organization, and the relationships between the Athletic Association and the University’s commitment to its Diversity/Inclusion Plan.

b. Provide data demonstrating the institution’s status and commitment across each of the four areas;

As part of the Student-Athlete Success Services Mission, the aim is to connect and partner with any and all campus groups and organizations as much as possible. Some examples of offices we have relationships with would be the DRC, Career Center, Health Center, Advising, LARC and Counseling. The Spartan Cup competition encourages student-athletes to attend workshops and programs in those areas. We put together a calendar of programs on campus, and teams earn points in the competition for their attendance. Additionally, Student-Athlete Success Services is one of several student success units on campus working with Strengthsquest. Our student-athletes take the Strengthsquest inventory with us when they are newcomers to SJSU, and then can apply the results when they utilize resources in career, health, advising and counseling. Peer Tutors are provided a mini lesson plan for each weekly meeting topic. One section of the plan addresses campus resources related to the topic. The goal is to both inform the student-athletes of the resources available to them and to encourage them to use those resources when appropriate. In the Fall of 2010, the SJSU Athletics Training staff partnered with the Health Center to provide a nutritional health and eating disorder presentation for athletics coaches and staff.
c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Significant efforts are made to integrate student-athletes into the life of the campus. SJSU student-athletes are supported in academic units as well as general student life operations and activities. Academic support is provided for these student-athletes, and programs are in place for development and life skills "after athletics."

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

Create more partnerships on campus to bridge any gaps between campus community and Athletics.

4. Participation in governance and decision making. Involvement of department of athletics staff, coaches and student-athletes from under-represented groups or diverse backgrounds in the governance and decision-making processes of the department of athletics; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and department of athletics staff and coaches (e.g., participation at the conference and/or national level).

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

San Jose State University performed a complete study of by examination and verification of all the applicable materials. Members of the self-study committee analyzed institutional and Athletic Department documents and interviewed Senior Athletic Department staff to gather information about such statements, organization, and the relationships between the Athletic Association and the University's commitment to its Diversity/Inclusion Plan.

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

The Student-Athlete Advisory Council (SAAC) provides a forum for student-athletes to discuss a number of athletics issues, policies, and legislation, including gender and diversity issues. Each Head Coach nominates two team representatives (four for football) to serve on SAAC for the academic year. A male and a female SAAC member are appointed to serve as Western Athletic Conference (WAC) representatives. The Director of Student Services oversees and coordinates the SAAC's meetings and activities. Coaches are not present at SAAC meetings in order to encourage free and open discussion of issues. Issues of particular concern to student-athletes are communicated to the appropriate senior level staff members. The SAAC meets monthly to discuss issues of interest to student-athletes pertaining to their educational, personal and athletic lives at San Jose State University. SAAC is actively involved in governance at conference and national levels. The Associate Athletic Director for Compliance meets with the SAAC annually to present proposed NCAA legislation and obtain a SAAC vote on the proposed legislation which is then forwarded to the WAC by the Conference SAAC representatives. All SJSU student-athletes are given the opportunity to apply for various NCAA leadership conferences and career in sport forums.

The student-athlete exit interview process provides student-athletes the opportunity to evaluate the Athletic Department's diversity and gender initiatives. All completed surveys and comments from any in-person interviews are forwarded to the Faculty Athletic Representative (FAR) and the appropriate senior level staff member for review and consideration. Issues of concern are presented to the Athletic Director. Women are represented at every level of seniority and supervisory responsibility in the Athletic Department. The Senior Woman Administrator serves as an advocate on diversity and gender issues both
internally and in the WAC. Coaches and staff are encouraged to serve on committees and in other venues to promote leadership in their sport or area of concentration.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The Athletic Department ensures the involvement of athletics department staff, coaches and student-athletes from under-represented groups or diverse backgrounds in the governance and decision-making process of the Athletics Department. Athletics sends staff and student-athlete representatives to WAC conferences, Regional Rules and other NCAA seminars. A number of Athletic Department staff are members of NCAA committees. Student-athletes are afforded the opportunity to participate in governance and decision making through service as members of the SAAC and participation on conference-wide student-athlete committees. Over the last three years, a minority student-athlete has held one of top two positions in SAAC as well as being one of two WAC SAAC Representatives. They are given the opportunity to apply for various NCAA conferences and forums for professional development and to provide feedback to senior members of the Athletic Department staff. Both genders are given equal opportunity in the aforementioned areas, with females having more representation given our sport sponsorship of more women's sports than men's.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution's narrative response as listed in item (c) above.

Maintenance plan addressed in stand-alone Diversity Plan.

15. Using the "plan for improvement" section, provide an institutional diversity-issues plan that addresses all four aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution's status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution's diversity-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.

16. Describe how the institution will periodically compare its diversity-issues plan with its assessment of the campus diversity climate (see Program Area No. 1) using the four diversity program areas to determine if the course of action is still appropriate. Further, provide the names and titles of the individuals who will be responsible for this review.
The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis to determine if the course of action is still appropriate. This information must be included in the institution's diversity-issues plan.

The institution must compare its diversity-issues plan with its written assessment of the campus diversity climate (see Program Area No. 1) at least once every four years, to determine if the course of action is still appropriate.

The DIA Senior Woman Administrator (Liz Jarnigan), Faculty Athletics Representative (Bill Campsey), and current members of the Gender Equity and Diversity in Athletics Committee (GEDAC) are responsible for the institution's annual review of comparisons between the diversity-issues plan and its assessment of the campus diversity climate. Their findings will be presented to SAAC for review and approval on an annual basis. Once finalized by GEAC and SAAC, a report will be submitted to the Athletics Board by the SWA and FAR.

17. Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

*If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the applicable operating principle. Please note that all institutional plans must contain all of the committee's required elements.

The institution's diversity-issues plan must include the following requirements:

a. Include identification of issues or problems confronting the institution.

b. Include the measurable goals the institution intends to achieve to address issues or problems.

c. Include the specific steps the institution will take to achieve its goals.

d. Include a specific timetable(s) for completing the work.

e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.

Further, the institution's diversity-issues plan must meet the following requirements:

a. Be committed to paper and be a stand-alone document.

b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.

c. Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.

SJSU's diversity-issues plan for improvement was developed by members of the DIA administrative team. Input was obtained from coaches and student-athletes (via SAAC) in the form of an evaluation tool. The plan was then
presented to the GEDAC for review, input and approval in the spring of 2011. It will be reviewed and updated annually in the same manner; thus, it will be on-going. The SWA and FAR will also report once annually to the Athletics Board on the status of the diversity issues plan.
### Plan Date Range:

2010-11 thru 2011-12

<table>
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<tr>
<th>Program Area</th>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
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</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Issue #1: Although Athletics does collect data, the data is not formally reviewed or fully monitored.</td>
<td>Goal #1: Create a formal review process of data collection.</td>
<td>Step #1: Work with Institutional Research on enhancing our data collection capabilities for better review process.</td>
<td>Julie Stansberry, Project Coordinator.</td>
<td>TimeTable #1: Creation of formal review system by Spring 2011, review ongoing there forward.</td>
</tr>
<tr>
<td></td>
<td>Issue #2: Exiting staff and coaches not asked to submit formal exit-interview questionnaire.</td>
<td>Goal #2: Expand exit-interview requirement to staff and coaches to gather/review data collection.</td>
<td>Step #2: Add to Policies and Procedures Manual that exit-interview for staff and coaches required before Clearance form is approved.</td>
<td>Julie Stansberry, Project Coordinator.</td>
<td>TimeTable #2: Spring 2011 with review annually there forward.</td>
</tr>
<tr>
<td></td>
<td>Issue #3: No Diversity Report provided to campus.</td>
<td>Goal #3: Create Athletics Diversity Report to be presented to Athletics Board, President's Staff and Campus Climate Committee.</td>
<td>Step #3: Instill process of information gathering for purposes of creating Diversity Report.</td>
<td>Liz Jarnigan, SWA and Julie Stansberry, Project Coordinator.</td>
<td>TimeTable #3: Spring 2012 with review annually there forward.</td>
</tr>
<tr>
<td></td>
<td>Issue #4: Maintenance plan of exit interview data collection.</td>
<td>Goal #4: Monitor exit-interview process for student-athletes.</td>
<td>Step #4: Continue to require exit-interview be completed when student-athletes exhaust eligibility, transfer, etc.</td>
<td>Julie Stansberry, Project Coordinator.</td>
<td>TimeTable #4: Spring 2011 and ongoing, annually.</td>
</tr>
<tr>
<td>Retention</td>
<td>Issue #1: No issues: Maintenance plan of retaining employees.</td>
<td>Goal #1: Monitor retention rates.</td>
<td>Step #1: Continue to offer incentives and opportunities for advancement and professional development.</td>
<td>Liz Jarnigan, SWA and Marie Tuite, COO</td>
<td>TimeTable #1: Spring 2011 and ongoing, annually.</td>
</tr>
<tr>
<td></td>
<td>Issue #2: No issues: Maintenance plan of retaining student-athletes.</td>
<td>Goal #2: Monitor retention rates.</td>
<td>Step #2: Continue to offer the tools and opportunities necessary for student-athletes to be successful students and athletes.</td>
<td>Liz Jarnigan, SWA and Marie Tuite, COO.</td>
<td>TimeTable #2: Spring 2011 and ongoing, annually.</td>
</tr>
</tbody>
</table>
## Program Area

### Partnerships.

**Issue #1:** No issues: Maintenance plan to include expanding partnerships on campus and in the community.

**Goal #1:** Increase number of partnerships.

**Step #1:** Continue to bridge any gaps between campus and Athletics to enhance overall communication so all coaches, staff, and student-athletes feel their needs are being met.

**Responsibility #1:** Liz Jarnigan, SW A and Marie Tuite, COO.

**TimeTable #1:** Spring 2011 and ongoing, annually.

### Participation in governance and decision making.

**Issue #1:** No issues: Maintenance plan to include expanding role of SAAC within the Dept of Athletics.

**Goal #1:** Utilize meetings more appropriately and seek more opinions from SAAC as it relates to SJSU Athletics, WAC and NCAA initiatives.

**Step #1:** Continue to offer the tools and opportunities necessary for student-athletes voices to be heard at Department, Conference and National level.

**Responsibility #1:** Liz Jarnigan, SWA

**TimeTable #1:** Spring 2011 and ongoing, annually.

### Diversity Plans Reviews.

**No identified institutional review of plan.**

**Improvement in the institutional review plan.**

**GEDAC reviews annually and provides feedback, 2) Athletics Board reviews and recommends plan annually, 3) President reviews and authorizes plan annually.**

**SWA, Athletics Board Chair, Director of Athletics.**

**Fall of 2011 and each academic year thereafter.**

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### Table

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<tr>
<th>Program Area</th>
<th>Issues in the Self-Study</th>
<th>Measurable Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
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<td>Issue #1: No issues: Maintenance plan to include expanding partnerships on campus and in the community.</td>
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<td>TimeTable #1: Spring 2011 and ongoing, annually.</td>
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<td>Improvement in the institutional review plan.</td>
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<td>SWA, Athletics Board Chair, Director of Athletics.</td>
<td>Fall of 2011 and each academic year thereafter.</td>
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Operating Principle

3.3 Student-Athlete Well-Being.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each condition, provide:
   a. The original "condition" imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

San Jose State University Department of Athletics did not have any conditions imposed from Cycle 2 Certification as they related to Operating Principle 3.3 (Student Athlete Well-Being).

   Action
   N/A

   Action Date
   N/A

   Explanation for partial or non-completion
   N/A
2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each issue identified, provide:

a. The original goal(s);
b. The step(s) taken by the institution to achieve the goal(s);
c. The date(s) the step(s) was completed; and
d. An explanation for any partial or noncompletion of the original goal(s) and/or steps to achieve the goal.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

If the institution developed a plan for improvement for Operating Principle 3.3 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 plan or provide an explanation for partial completion of the plan.

The committee will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.
- The institution has had personnel changes since the original development of the plan.
- The institution does not have documentation of actions taken to implement the plan.

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.

1. Original Plan

San Jose State University Department of Athletics did not have any required improvements or specific recommendations imposed from Cycle 2 Certification as they related to Operating Principle 3.3 (Student Athlete Well-Being).

<table>
<thead>
<tr>
<th>Action</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Action Date</td>
<td>N/A</td>
</tr>
<tr>
<td>Explanation for partial or non-completion</td>
<td>N/A</td>
</tr>
</tbody>
</table>
3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being). For each additional plan, provide:

   a. The additional goal(s);
   b. The step(s) taken by the institution to achieve the goal(s); and
   c. The date(s) the step(s) was completed.

   a. Additional goal(s)

   San Jose State University Department of Athletics has implemented several additional initiatives to improve Student-Athlete Well-Being that were not required from Cycle 2 Certification. The primary goal to improve the communication of greater expectations to incoming and current student athletes, to raise the bar of academic achievement, and communicate higher standards of student-athlete accountability resulting in improved Student-Athlete Well-Being, leading to student-athlete success in academic, athletic and social life.

   b. Steps taken by the institution to achieve the goals

   The following steps have been taken by San Jose State University Department of Athletics to improve Student-Athlete Well-Being:

   ?? Redefinition of Student Academic Success Services and the establishment of a new mission statement and core values.

   ?? The new Mission Statement of SJSU Student-Athlete Success Services (SASS) is to

   ??gprovide quality academic planning and study skills education for every student athlete at San Jose State University. To that end, graduation is of paramount importance. Additionally, SASS aims to promote student athlete academic achievement and personal accountability. In doing so, we believe we are preparing our student-athletes for the vast array of opportunities their futures hold for them. Finally, SASS works to ensure that all student-athletes maintain NCAA eligibility with regard to GPA, hours passed, percent degree, and APR?

   ?? Renovation of San Jose State University Athletic Compliance by the newly appointed Associate Athletic Director for Compliance, Lynn Meade to advance Student-Athlete knowledge of NCAA Rules and Regulations. This was accomplished by compliance education modules integrated into Student-Athlete orientation, the online publication of ??gThe Whistler?h a monthly Compliance Newsletter and the development of a 16 page Educational Document for Athletic Support Groups to learn about Compliance. Both ??gThe Whistler?h and the SJSU Booster Guide were authored by the SJSU Associate Athletic Director for Compliance, Lynn Meade.

   ?? Development of the Student-Athlete Orientation Program, enhancement of the Pre-Season Meetings and the establishment of the Student Athlete Code of Conduct Program (p. 9 Student handbook) to improve Student-Athlete Personal Accountability.

   ?? An elevation in status and importance of the Student-Athlete Advisory Committee (SAAC) and an inherent department-wide commitment made to the CHAMPS Life Skills Program.

   ?? Revision and expansion of the Student Athlete Handbook (last revised 2010) to 55 pages, that includes specific chapters on: Spartan Student Services (pp 21-26); Student-Athlete Physical Welfare (pp29-36), and Student-Athlete Environment (pp 45-55).

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question to submit a copy of your current student-athlete exit interview instrument.]

   The institution's instrument used to conduct student-athlete exit interviews must contain questions related to the following: (Note: Institutions should note the list of examples below is not an exhaustive list and institutions are not limited to addressing only those provided.)
The institution's commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches' support).

b. The institution's commitment to opportunities for student-athletes to integrate into campus life.

c. The institution's efforts to measure the extent of time demands encountered by student-athletes.

d. The institution's efforts to measure the effectiveness of the institution's mechanisms to monitor time demands of its student-athletes (e.g., travel commitments, missed class time, final exam schedules, and summer vacation periods).

e. The institution's efforts to measure the effectiveness of the institution's SAAC.

f. The institution's commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity Fund.

g. The institution's efforts to measure the effectiveness of the institution's mechanisms (e.g., annual surveys, exit-interview process) to monitor the well-being of its student-athletes.

h. The institution's commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.

i. The institution's commitment to the safety (e.g., travel policies, emergency medical plans) of student-athletes.

j. The institution's commitment to a safe and inclusive environment for all student-athletes.

k. The institution's commitment to diversity.

l. The value of student-athletes' athletics experience.

m. The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.

n. The opportunity for student-athletes to express concerns related to the administration of the sport(s) in which student-athletes participate.

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

A copy of the Student-Athlete Exit Interview Instrument is attached to this Self Study.
Filename: Student_Athlete_Exit_Interview_Form_121510.pdf

An evaluation of Student-Athlete Exit Interview Instrument was conducted by two tenured faculty members from the Department of Kinesiology in December, 2010. The faculty was asked to independently evaluate the current instrument against the fourteen items listed in Measurable Standard No. 2. After independent evaluation and comparison of results, the current instrument was found to be deficient in question areas: c. d. f. g. i. j. and k. As a result of the self-study, the Student Services Coordinator, Julie Stansberry, will address these deficiencies by redesigning a new exit interview instrument.

List of attachments

1. Student_Athlete_Exit_Interview_Form_121510.pdf
5. Describe the methods used to conduct student-athlete exit interviews. Further, describe the process used to evaluate and implement outcomes.

The institution must demonstrate that it conducts interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with NCAA Constitution 6.3.2. please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Student-Athlete Exit Interviews are conducted by the DIA Student Services Coordinator, Julie Stansberry. The DIA conducts exit interviews by using in-person meetings in each sport with all student-athletes at the completion of their eligibility, following dismissal from their team, and/or when a student-athlete quits the team. Each coach submits a Squad List Change of Status Form, and at that time the Student-Athlete meets with the DIA Student Services Coordinator to conduct the Exit Interview.

Methods Used

?? At the conclusion of a sport for the season (after all regular and post-season play) a team meeting is scheduled for all student-athletes within the team.

?? At that meeting, the student-athletes are asked to complete the Head Coach Survey.

?? Any student-athlete who will not be returning for the next season, is required to stay and complete (paper and pen) the six page Student-Athlete Exit Interview Instrument (Student_Athlete.ExitInterview.Form.121510.pdf)

?? The completed six page survey which contains predominantly Likert-type rating scales and some dichotomous and open ended questions is then transcribed into an Exit Interview Database (MS Excel file) which has been maintained by San Jose State University Department of Athletics Employee: Julie Stansberry (Project Coordinator) since 2006-07.

?? Any red flags as designated by the transcriber are then reported to the SWA and Supervisor of that particular sport.

6. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., SAAC, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

San Jose State University Student-Athletes have several opportunities to voice their concerns and provide input regarding Student-Athlete Well-Being. The primary method is through the Student Athlete Advisory Committee (SAAC). The SAAC is comprised of a minimum of two student-athlete representatives from each sponsored team; they meet on the first Sunday of each month within Department of Athletics facilities. Students can voice concerns through their team representative or attend the SAAC meeting themselves. DIA Student Services Coordinator, Julie Stansberry is responsible for liaison with SAAC.

Student-Athletes are introduced to the DIA Student Services Coordinator, Sport Supervisor, key DIA Senior AD’s, FAR,SWA, on multiple occasions throughout every academic year including: mandatory SA Orientation, Team Meetings when Compliance Paperwork is completed, SA welcome events and other team meetings.

The Director of Athletics, Senior Associate Director of Athletics/Chief Operating Officer, and Senior Women’s Administrator all have open door policies for student-athletes to provide input. The Faculty-Athletic Representative, Dr. Bill Campsey is actively involved throughout the Department of Athletics and at all Student-Athlete Orientations and is available for student-athlete input.
7. Describe the department of athletics written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.2, 14.5.5.2.10 and 14.5.5.2.10.1]). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The institution must demonstrate that all grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.02.1, 14.5.5.2.10, and 14.5.5.2.10.1]) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The DIA, as per NCAA guidelines, provides appropriate grievance and/or appeals procedures as judged by Measurable Standard 4 and 5. Specific areas include Prohibited Conduct, Disciplinary Process and Sanctions, Financial Aid and Appeals. The processes are detailed in writing in the San Jose State University Student Athlete Handbook 2010-11, and are reiterated in Student-Athlete Orientation. Following is a summary of each procedure:

Financial Aid - San Jose State 2010-11 Student-Athlete Handbook (p. 11-12)

?? A student-athlete who is subject to season-long suspension or expulsion from athletics team participation, or whose grant-in-aid would be affected by a sanction imposed by the Director of Athletics, may request an appeal.

?? The appeal must be made, in writing, to the Director of Athletics Office within 3 business days of the student-athlete’s receipt of the notice of sanctions. The letter must explain the grounds for appeal (e.g., new information, due process issue, abuse of discretion).

?? Upon receipt of the request for an appeal, an Appeals Board, organized by the Director of Athletics or his/her representative, will assemble as soon as is reasonably possible. The Board will conduct its investigation by hearing details of the case from the Sports Supervisor, the student-athlete’s Head Coach, and the student-athlete.

?? The student-athlete will be given the opportunity to make an oral and written statement about the circumstances and why he or she feels reinstatement is warranted. Upon conclusion of the appeals assembly, the Appeals Board will meet privately to discuss the case. The Director of Athletics or his/her representative will notify the student as to the result of the appeal.

Transfer Information - San Jose State 2010-11 Student-Athlete Handbook (p. 16).

?? If you are interested in transferring to another NCAA or NAIA institution, NCAA rules require that you provide that institution with permission to contact from the SJSU Compliance Office. A student-athlete must receive a release from his/her head coach before the Compliance Office will provide another institution with permission to contact.

?? If you are denied or delayed permission to contact other institutions, you must be provided written notice of your opportunity for a hearing. If you wish to transfer, please see either your head coach or the Compliance Office.

Grant-in-Aid - San Jose State 2010-11 Student-Athlete Handbook (p. 17-18)
Student-athletes are provided the opportunity to be heard by a Financial Aid Grievance Committee if aid is reduced or discontinued.

Appealing a Decision: Non-Renewal/Reduction of Grant-in-Aid: If a student-athlete's grant-in-aid is reduced or not renewed by the coach for the ensuing academic year San Jose State University will offer an appeal hearing opportunity pursuant to NCAA Bylaw 15.3.6.1.1

 Appeal Hearing Procedures: The proceeding will be heard by a Committee of the Financial Aid and Scholarship Office consisting of at least three members. Additional non-voting institutional staff members may be in attendance. The Director of Compliance will provide procedural guidance to this Sub-Committee and all relevant participants. The student-athlete's parent may be present during the hearing, however may not participate in the proceedings.

 A student-athlete wishing to exercise this option shall file a Statement of Intent with the Director of Compliance who will then answer any procedural questions. This must be done within ten (10) business days from the postmarked date of the letter mailed to the student-athlete.

 The student-athlete and the coach will both be allowed to submit supporting documentation provided the material is submitted to the Director of Compliance 48 hours before the hearing.

 The student-athlete and the coach will each be given time to present his/her side of the case before members of the Sub-Committee.

 Following the presentations, the Sub-Committee will review all of the evidence presented and deliberate until a decision is reached.

 The decision will be forwarded to the Director of Compliance who will issue a written decision to all relevant parties within one week.

 Names and titles of the individuals responsible for overseeing the written grievance or appeal procedure

 The (Appeals) Board (organized by the Director of Athletics, Tom Bowen) will conduct its investigation by hearing details of the case from the Sports Supervisor, the student-athlete's Head Coach, and the student-athlete.

 Grievance or appeal procedures are directly communicated in writing to student-athletes and athletics department staff members in the following ways:

 All Student-Athletes are required to read the San Jose State 2010-11 Student-Athlete Handbook. To ensure reading, understanding and agreement, all Student-Athletes are required to initial and sign various sections of the Student-Athlete Handbook.

 Page 5 - I have received and read the Student-Athlete Handbook, and I understand and accept my obligations and responsibilities as a student-athlete at San Jose State University. I also understand that my Head Coach, the Director of Athletics, the Associate Athletic Directors, the Director of Student Services, and the Director of Compliance are available to answer any questions I may have.

 Page 12, Section IV C and also to sign an Agreement/Waiver (p. 13) indicating understanding of policies and procedures, Student Code of Conduct, and individual and team sanctions.
8. Describe the institution’s written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

The institution must have established written grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The institution must demonstrate that all grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior) are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

The university has an obligation to see that sanctions are not imposed on students without adequate procedural safeguards.

The Student Conduct Administrator investigates each complaint submitted and determines whether it is appropriate to charge a student with violation of the Student Conduct Code.

The Student Conduct Administrator holds a conference with the student charged, and obtains his or her response to the alleged misconduct, except in instances where the student charged declines to cooperate, in which case the conference requirement is waived. If agreement can be reached as to an appropriate disposition of the matter, it will be closed and the terms of the disposition shall be put in writing and signed by the student charged and the Student Conduct Administrator. If the student admits violating the Student Conduct Code but no agreement can be reached on an appropriate sanction, the student charged may request a hearing on the sanction only. If the alleged violation of the Student Conduct Code is not resolved at the conference with the Student Conduct Administrator and the Student Conduct Administrator has determined that formal disciplinary action is appropriate, or if the student charged requests a hearing on the sanction only, the Student Conduct Administrator issues a Notice of Hearing. Hearings are intended to be educational rather than adversarial. The Hearing Officer runs the hearing. The student charged and the Student Conduct Administrator each put on the evidence in their case in whatever manner the Hearing Officer deems appropriate and may each ask questions of the witnesses.

Copies are available in the Office of Student Conduct and Ethical Development and online: http://www.calstate.edu/eo/EO-1043.html

Judicial Boards with in AS, Student Involvement and Housing have their own processes and are not related to the EO 1043.

Names and titles of the individuals responsible for overseeing the written grievance or appeal procedure

Director of Student Conduct, Staci Gunner.

Means by which these grievance or appeal procedures are directly communicated in writing to student-athletes and athletics department staff members.

Student-athletes are required to initial Section IV, page 12 of the San Jose State 2010-11 Student-Athlete Handbook.

Other areas of grievance/appeal covered in the San Jose State Student-Athlete Handbook

Academic Reinstatement Process
You must petition for reinstatement to the Admissions and Standards Committee and be accepted for re-admission by the Office of Admissions and Records before you may resume your studies as a student. The process for obtaining re-admission is detailed in the University's Catalog.

**NCAA & SJSU Academic Eligibility Requirements**

You are responsible for bringing issues and questions to your team academic advisor in a timely manner to avoid problems. If you have a question or don't know something, you need to check with your advisor so that you can be proactive and prevent difficulties. Your failure to ask is your responsibility.

**Drug Testing Program Appeal Process**

Student-athletes who test positive for a banned substance by the laboratory retained by the University may, within 72 hours following receipt of notice of the laboratory finding, contest the finding. Upon the student-athlete's request for additional testing of the sample, the Director of Athletics will formally request the laboratory retained by the University to perform testing on Specimen B. Specimen B findings will be final, subject to the results of any appeal. If Specimen B results are negative, the drug test will be considered negative.

Student-athletes who test positive under the terms of the Intercollegiate Athletics Alcohol, Tobacco and Other Drug Education and Testing Policy will be entitled to a hearing with the Director of Athletics or his/her designee prior to the imposition of any sanction. Requests for such a hearing must be made with forty-eight (48) hours of notification of a positive test result. If the forty-eight hours would end on a weekend, the request must be made by noon on the next business day. Requests must be made in writing and received by the Director of Athletics.

The student-athlete may have an advocate or other representative present if the student so desires. However, the student-athlete must present his or her own case. The meeting should take place no more than seventy-two hours (72) hours after the written request is received. Either the student-athlete or the other parties involved may request an extension of time to the Director of Athletics, who will consider whether to grant the extension upon a showing of good cause. These proceedings shall include an opportunity for the student-athlete to present evidence, as well as to review results of the drug test. The proceedings shall be confidential. The decision by the Director of Athletics or his/her designee regarding the sanction to be imposed shall be final.

**Letter Winner Criteria**

A student-athlete must complete a season in good standing. A student-athlete who leaves the team prior to the end of a season is not eligible for a letter award. The end of a team's season is defined by the last scheduled competition. In some instances, the conference championship is the last scheduled competition. In other instances, NCAA Championship action is the last scheduled competition.

Head coaches can submit an appeal for a letter award on behalf of a student-athlete to the senior management team.

**Ombudsperson**

The Office of the Ombudsperson is open to any member of the campus community who had concerns or complaints related to SJSU policies, activities, or personnel.

The Ombudsperson will help bring the concerns to the proper authorities and work toward a fair solution. The Ombudsperson also screens cases for the Academic Fairness Committee and the Student Grievance Committee. The Ombudsperson's Office is located in the Administrative Building, Room 242, at 408-924-5900.

The campus grievance/appeal procedures for student conduct are housed within the Division of Student Affairs and the Office of Student Conduct and Ethical Development. The role of the office of Student Conduct is to administer the Student Conduct Code and the Student Organization Code of Conduct in a manner that is consistent with our core values of fairness, honesty and integrity.

The SAAC is a registered student organization club and is therefore bound by the SJSU Student Organization Code of Conduct.

All students are bound by CSU Executive Order No. 1043, Student Conduct Procedures.
http://www.calstate.edu/ee/EO-1043.pdf

The University also has an extensive Senate Policy for Student Fairness Committee whose role is to conduct the Grades and Appeals Process for ALL students through the University Ombudsman.

The Office of the University Ombudsman Office is located in the Administrative Building, Room 242.

The current University Ombudsman is Hyon Chu Yi-Baker (email: HyonChu.Yi@sjsu.edu) who reports to the VP for Student Affairs, Jason Laker (email: Jason.Laker@sjsu.edu).
http://www.sjsu.edu/studentaffairs/

The Ombudsman is an impartial party appointed to receive complaints, provide information, facilitate communication, and offer conflict resolution between students and members of the university community (students, faculty, staff and administrators). The Ombudsman is not an advocate and does not take sides in a dispute. The Ombudsman is available to all members of the University community, including students, faculty, staff and administrators.
http://www.sjsu.edu/studentaffairs/ombudsman/

These procedures are communicated to student athletes through the San Jose State Student-Athlete Handbook (p. 53) and through verbal reinforcement at Student Athlete Orientation, meetings, trainings, etc.

9. Describe the institution’s educational and support programs in the area of sexual orientation. Also, describe the institution’s structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

As a University, San Jose State ensures the provision of a safe environment for all students related to diverse sexual orientation. San Jose State University complies with California State University Executive Order No. 1006, with regard to Student Activities:
??In accordance with policy of the California State University No campus shall recognize any fraternity, sorority, living group, honor society, or other student organization that discriminates on the basis of race, religion, national origin, ethnicity, color, age, gender, marital status, citizenship, sexual orientation, or disability??.

In Fall 2009, San Jose State University instituted a Crisis Assessment and Intervention Team (CAIT). Members work together to detect, track, and intervene within the campus community in order to reduce, if not completely avoid, violence and tragedy on the SJSU campus. Members of CAIT include but are not limited to: AVP of Student Services, AVP of HR, Director of Counseling Center, Police Chief, and AVP of Student Life as Chair.

San Jose State University Counseling Services are available to all students to provide individual and group support and educational services pertaining to sexual orientation and related issues. The department embraces diversity in all aspects including sexual orientation and demands a safe and positive environment for all. Student-Athletes with questions or concerns in this area are referred to the University Counseling Center for assistance.

The following group workshops are offered by SJSU Counseling Services:
http://www.sjsu.edu/counseling/Workshops/

?? Men??s Group
?? LGBTQQA Support Group

A safe and supportive place for Lesbian, Gay, Bisexual, Trans., Queer, Questioning, Intersex, and Ally students to connect with other members of the community and discuss a wide variety of topics such as politics, pop culture, current events, academics, relationships, family, educational debates, and much more. Group will be held weekly on Thursdays throughout the year.

?? Transgender Students Support Group
An ongoing discussion group focused on gender. Possible topics that we will explore include gender identity, gender expression, gender fluidity, and gender transition. The specific topics will be catered to the needs of the group.

San Jose State University also supports an LGBT Resource Center to support the LGBTIQQA (Lesbian, Gay, Bisexual, Intersex, Queer, Questioning, Ally) students of San Jose State University. Through dynamic programming and educational outreach the Resource Center seeks to improve the campus climate for LGBTIQQA students and advocate for the respect and safety of all members of the campus community. In collaboration with
other campus programs the Resource Center works to meet the needs of students to promote the successful completion of their educational goals. The library has an extensive collection of books concerning LGBT issues. Space can be used for club meetings, studying, and hanging out. The center networks with campus and San Jose?? area organizations in order to build a stronger community and support system for the LGBTIQQA students of San Jose?? State University.

Further evidence of San Jose State University??s structure to ensure the provision of a safe environment for all students is the Office of Student Conduct & Ethical Development, under the guidance of Interim Director; Staci D. Gunner. This office administers the San Jose State University Student Conduct Code, the Student Conduct Process, Complaints, Hearings, and Sanctions.

Relevant sites are
http://www.sjsu.edu/studentconduct/Students/
http://www.sjsu.edu/studentconduct/docs/StudentConductCode-SCED.pdf

10. Describe the policies, organization and structure of the department of athletics and how it enhances student-athlete well-being. Further, describe the commitment of the institution to enhance the overall student-athlete educational experience including how issues are monitored, evaluated and addressed on a continuing basis.

The Department of Athletics at San Jose State is organized and structured to benefit Student-Athlete Well-Being in the following ways:

?? Providing a staff structure where members of Senior Management have an administrative role over each team. As evidenced by the attached file and Sport Supervision Organizational Chart.

?? The Department structure demonstrated that most of the Senior Administrative Staff have some roles and responsibilities related to Student-Athlete success.

?? Senior Associate AD for Internal Operations (Marie Tuite) has direct supervision over SWA Associate AD for Student Services (Liz Jarnigan).

?? Associate AD for Student Services (Liz Jarnigan) has the key Administrative role in Student-Athlete Well-Being supervising the Athletics Eligibility Coordinator (Sandi Smith), Student Services Coordinator (Julie stansberry). The AD of Student Services is also the Director of the Gadway Student Success Center supervising three Student Academic Advisors and two Learning Specialists.

?? Associate AD for Compliance (Lynn Meade) assists with Student Orientation, Compliance Education, housing and continuing eligibility.

?? Assistant AD for Sports Information (Lawrence Fan) assist with preparations for Media Interviews.

?? Sport Medicine Director (Scott Shaw) supervises the Athletic Training Rooms.

?? Strength and Conditioning Director (Chris Holder) supervises the Weight Rooms and Strength Equipment.

?? The Gadway Academic Centre plays an integral role in Student-Athlete well being by providing academic support services such as tutoring, access to computers, and have a place to study, or seek academic advice.

?? The Student-Athlete Handbook (pp. 21-22) and Student Orientation Meetings serve to educate and explain the myriad of Spartan Student Services and Academic Support including the CHAMPS/Life Skills Program, Student-Athlete Success Services, Gadway Academic Centre, Structured Study Program, Operation Graduation, and Tutorial and Peer Academic Assistance.

11. Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the SAAC.

The institution must demonstrate that it has an active SAAC pursuant to Constitution 6.1.4. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.
San Jose State University demonstrates that there is an active Student Athlete Advisory Committee (SAAC) pursuant to Measurable Standard 8.

San Jose State has established a Student-Athlete Advisory Committee (SAAC) made up of student-athletes assembled to provide insight on the student-athlete experience. The SAAC also offers input on the rules, regulations and policies that affect student-athletes' lives at San Jose State.

Each of San Jose State's 16 teams has a minimum of two representatives on the San Jose State SAAC. The current SAAC Membership and SAAC Executive Council can be found at http://www.sjsuspartans.com/ViewArticle.dbml?DB_LANG=C&DB_OEM_ID=5600&A TCLID=190609&SPID=2304&SPSID=29474

Functions of San Jose State SAAC

- Promote communication between athletics administration and student-athletes.
- Disseminate information.
- Provide feedback and insight into athletics department issues.
- Generate a student-athlete voice within the San Jose State athletics department formulation of policies.
- Build a sense of community within the athletics program involving all athletic teams.
- Solicit student-athlete responses to proposed WAC and NCAA legislation.
- Organize community service efforts.
- Create a vehicle for student-athlete representation on San Jose State campus-wide committees.
- Promote a positive student-athlete image on campus.

The complete bylaws of the SAAC are attached in File: SAAC-Bylaws.doc.

SJSU Student-Athletes also have a strong history of activity and leadership in the WAC-SAAC, with SJSU Football player Justin Paysinger being elected President of the WAC-SAAC in 2008-09. SJSU Athletics also hosted the 2008 WAC-SAAC Conference giving student-athletes in the nine WAC schools an opportunity to discuss student-athlete issues.

SAN JOSE STATE UNIVERSITY
SAAC CONSTITUTION

ARTICLE I: NAME
The Organization's name shall be "Student-Athlete Advisory Committee", and will belong to San Jose State University's athletic department as well as being a student organization within San Jose State University's Student Involvement office, a division of Student Affairs.

ARTICLE II: MISSION & PURPOSE

SECTION 1: MISSION
The Student Athlete Advisory Committee was established to represent the ideas, needs and lifestyle of student-athletes at San Jose State University. SAAC provides an opportunity for student-athletes to maximize their academic, athletic, social and individual growth in an effort to enrich their lives, and those who they encounter in the future.

SECTION II: PURPOSE
The Student-Athlete Advisory Committee shall:

1. Serve as the voice for pertinent issues presented by fellow student-athletes, and strengthen the lines of communication between student-athletes, coaches and administration.

2. Enhance the collegiate experience of SJSU Student-Athletes by providing educational, leadership and service opportunities which promote growth in Spartan student-athletes.

3. Create camaraderie between all student-athletes, non-athletes, San Jose State University and the San Jose State community
4. Uphold a positive student-athlete image not only in athletic competition, but in every aspect of everyday life.

5. Act as liaison between SJSU Student-Athletes and SAAC on the conference and national level through membership and dissemination of information. Provide input on relevant WAC and NCAA issues.

ARTICLE III: MEMBERSHIP & QUALIFICATIONS

SECTION 1: MEMBERSHIP

Each team shall provide two representatives with the exception of men's football. Football shall provide 4 representatives. Ideally, each team will provide one upperclassman and one underclassman. The representatives will be voted on by their teams.

SECTION II: QUALIFICATIONS

100% of members must be matriculated, currently enrolled students at San Jose State University. In order to serves as a voting member of SAAC, the representative must meet the following:

1. Must be a matriculated, currently enrolled student at San Jose State University.

2. Academically eligible for the term of service, along with a minimum cumulative GPA of 2.40.

3. Participation in at least one community service project per semester.

4. Minimum of one semester in attendance at San Jose State University.

5. Must have remaining athletic eligibility and be a member in good standing on a varsity athletic team at SJSU.

Any student is welcome to attend SAAC meetings but will not be given a vote unless an official member of SAAC.

Failure to meet the qualifications set forth by these bylaws is grounds for expulsion from the group, decision will be made by Executive Council members and Advisors.

ARTICLE IV: MEMBER RESPONSIBILITIES

SECTION I: ATTENDANCE

Each member is required to attend all SAAC meetings. When absences are necessary they must be excused ahead of time and the representative must find a replacement to represent their team. If absences become a problem, consequences will be addressed on an individualized basis.

SECTION II: DUTIES

Members shall:

1. Disseminate information to fellow student-athletes, coaches, and administration.

2. Attend all events sponsored by SAAC unless excused prior to event by SAAC Advisors.

3. Serve as Academic Mentors to teammates.

4. Recommend Life Skills programming and evaluate the results

5. Assist in planning, and executing Student-Athlete Orientation.

6. Develop an understanding of NCAA rules and regulations and refer questions to appropriate athletic department offices.

ARTICLE V: EXECUTIVE COUNCIL

SECTION I: POSITIONS

The officers of the organization will be Chair, Vice Chair, Treasurer, Communications Coordinator and (3) At large members

1. CHAIR

The Chair shall serve as the spokesperson for the Committee and preside over all meetings. The Chair is responsible for the collaboration and activities of the SAAC. The Chair shall meet with the Staff Advisors prior to any Executive Council meetings. The Chair and Communications Coordinator are responsible for disseminating any information that arises in between scheduled meetings.
2. VICE CHAIR

The Vice Chair shall serve as the Chair when he/she is unavailable to do so, and aid the chair in any necessary duties. Will act as liaison between SAAC and Student Involvement.

3. TREASURER

The treasurer shall collect and disburse funds as directed by the organization, and make monthly financial reports to the general membership.

4. COMMUNICATIONS COORDINATOR

The Communications Coordinator shall take attendance at each Executive Council and SAAC meetings. The Communications Coordinator shall record minutes from each meeting and disseminate via e-mail to all members of SAAC and the SAAC Advisors. The Communications Coordinator and Chair are in charge of disseminating information that arises in between scheduled meetings times. The Communications Coordinator shall create publications, flyers, etc to advertise for upcoming SAAC events.

5. AT LARGE EXECUTIVE COUNCIL MEMBERS (3)

At Large members shall split up responsibilities as they arise and extra assistance is needed. They will attend all Executive Council meetings and be voting members.

SECTION II: TERMS

The term of office for all elected positions shall be from the time of election until new officers take office immediately following the next election, usually a full academic year.

SECTION III: ELECTIONS

1. Elections for the executive council will take place during the last meeting of the spring semester.

2. Nominations for the positions of all Executive Council positions will be made at the second to last meeting of the spring semester. Nominations can be self-made, or through any current voting member of SAAC.

3. Executive members will be voted on by SAAC, by ballot vote, by majority rules.

4. Term of office for all elected positions will be for one academic year.

5. For SAAC elections, each voting members will receive one individual vote.

6. For general business and all other matters, each team will receive one team vote.

SECTION IV: OFFICER REQUIREMENTS

All officers of this organization must be matriculated, currently enrolled students at San Jose State University. The Chair and Treasurer of this organization must maintain a 2.0 GPA, must be enrolled in at least 6 units and must be in good standing with San Jose State University during their term of office.

SECTION V: ALCOHOL TRAINING

All officers and advisors of this organization are required to complete an Alcohol Education Training offered by Student Involvement.

SECTION VI: VACANCIES IN OFFICE

In the event that an officer is unable to serve their entire term, the Executive Council and Staff Advisors will appoint a replacement to either finish the term or until an emergency election is held.

ARTICLE VI: ADVISORS

This organization must have a University advisor. This person must hold at least a bachelor's degree and be employed as a faculty or staff member by San Jose State University. A Graduate Assistant/Intern may assume the advisor role if approved by the Student Involvement staff.

The SAAC Staff Advisors are responsible for the activities and duties of the SAAC from the administrative level. The staff advisors shall bring administrative issues and involvement to the Executive Council and have the final approval concerning activities of SAAC.

The advisors shall be non-voting members of the organization.
ARTICLE VII: MEETINGS

SECTION I: DATES AND TIMES OF MEETINGS

SAAC GENERAL MEETINGS
There shall be one SAAC general meeting each month, on the first Monday of the month @ 8:00 in the Video Room.

SAAC EXECUTIVE COUNCIL MEETINGS
The shall be one SAAC Executive meeting each month, on the third Monday of the month @ 8:00 in the Patio Room.

SECTION II: SPECIAL MEETINGS
The Chair or Vice-Chair have the authority to call a "special" Meeting at their discretion.

SECTION III: QUORUM
The minimum number of present members for business to be conducted is 16 members.

SECTION IV: PROCEDURE
The parliamentary authority of this organization shall be Robert's Rules or Order, Revised. The Meetings will be presided over by the Chair.

ARTICLE VIII: AFFILIATIONS
SAAC is affiliated with the following organizations:
1. Associated Students of San Jose State University
2. WAC SAAC
3. National Collegiate Athletics Association (NCAA) Division I SAAC

ARTICLE IX: COMMITTEES
The organizations Chair and Advisors have the authority to form committees and committee chairpersons whenever the need arises.

ARTICLE X: DUES/FEES
There will be no membership dues for this organization.

ARTICLE XI: AFFIRMATIVE ACTION CLAUSE
Membership in this organization will not be denied to anyone on the basis of race, sex, sexual orientation, politics, national origin, ethnicity, martial status, citizenship, religion, or disability.

ARTICLE XII: HAZING
No member of this organization shall engage in hazing, participate in hazing, or commit any act that causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to any fellow student or person attending this institution. (California Education Code, Article 8, Sections 10851-10853)

ARTICLE XIII: AMENDMENTS
Any voting member of SAAC has the authority to originate an amendment. Amendments will be discussed by the executive council in their meeting immediately following the meeting suggested and will be voted on by the entire member the following All-member meeting.
This document may be amended with a two-thirds majority vote as long as there is a quorum present. If passed the amendment will be effective immediately.

ADOPTED ON: August 21, 2007
WVR
12. List the department of athletics and/or other institutional programs in place that address the needs and issues affecting student-athletes (e.g., CHAMPS/Life Skills program and/or programming involving career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Further, describe the policies and procedures in place to encourage and ensure student-athletes’ access to these programs.

The institution must demonstrate that it has an active CHAMPS/Life Skills program (or an equivalent program) pursuant to NCAA legislation with programming to address nonacademic areas (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

Programs in place that address the needs and issues affecting student-athletes are:

- Student-Athlete Advisory Committee (SAAC)
- CHAMPS Life Skills Program
- The Student-Athlete Handbook (last revised 2010) to 55 pages, that includes specific chapters on: Spartan Student Services (pp 21-26); Student-Athlete Physical Welfare (pp29-36), and Student-Athlete Environment (pp 45-55), Nutrition, Drug Education, NCAA Compliance with gambling, and amateurism.
- Student Orientation Meetings

All SA?fs are encouraged to participate in SAAC and CHAMPS life Skills Program as well as Campus Workshops through advertising and solicitation during SA Orientation, Advising Workshops and Team Meetings. Reminders via the newsletter and emails are also sent to further encourage student-athlete participation in the CHAMPS/Life skills program. The CHAMPS/Life Skills policies and procedures are in place to encourage student-athlete participation in the CHAMPS/Life skills program and competition events like the Annual Spartan Athletic Talent Show and the Scholar-Athlete Breakfast.

13. Describe how the department of athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Further, describe methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life.

The Department of Athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods through the Associate Athletic Director of Compliance (Lynn Meade) and the Compliance office. The Compliance Office policy for monitoring countable athletically related activities (CARA) is described below. Student-athletes and Coaches are educated regarding CARA regularly. The Compliance Office reviews countable hour?fs legislation with each team at the beginning of the academic year at the annual team compliance meeting during which all rules pertaining to eligibility are reviewed and mandatory NCAA paperwork is completed. CARA legislation is also presented as a topic every other academic year at mandatory coaches monthly compliance education sessions.

Countable Athletically Related Activities (CARA) Policy

The Compliance Office distributes the CARA Forms, along with NCAA legislation governing CARA of SJSU student-athletes.

A designated member of each coaching staff must submit the appropriate CARA Form for his/her sport to the Compliance Office every week during the academic year, regardless of whether or not any CARA took place. The Form must be signed by the Head Coach all team members each week. Upon receipt of the completed Form, Compliance Office verifies that the sport was in compliance with NCAA legislation governing CARA as set forth below:
During a sport’s declared playing season, a student-athlete’s participation in CARA is limited to a maximum of four hours per day and 20 hours per week, and each student-athlete must be given at least one day off in every seven-day period.

Outside of the playing season during the academic year, a student-athlete’s participation in CARA is limited to a maximum of eight hours per week, and each student-athlete must be given at least two days off in every seven-day period. Additional limitations are placed on certain sports outside of the playing season as set forth in Bylaw 17.

A competition day is counted as three hours.

There are no daily or hour limitations placed on CARA during institutional vacation periods that take place during a sport’s declared playing season.

Completed CARA Forms are filed in the appropriate binder in the Compliance Office. Should questions arise concerning a sport’s reported CARA, the Compliance Office will select student-athletes, managers, and/or trainers to verify that a coach’s reported hours are accurate.

If a Coaching Staff fails to submit their CARA logs for four consecutive weeks, the Compliance Office will send a memo, copying the sport administrator, reminding the Coaching Staff to submit the missing logs.

The Student-Athlete Success Services unit implements several methods to address both time demands and opportunities to integrate into campus life.

Time management skills and tools are presented as part of the Operation Graduation program, Pre-Advising Workshop presentation, and the individual weekly academic support meetings.

Every student-athlete is given a Semester at a Glance form as part of their Operation Graduation materials each semester (see File: SP11SemAtAGlance). This form allows student-athletes to pull all test dates and due dates from their syllabi and plot them into a single page calendar. The form also includes team practice and competition schedules, as well as pertinent campus deadlines. The Operation Graduation materials also include contact information for campus resources.

As part of the Pre-Advising Workshop presented by Athletic Academic Advisors to their assigned teams each semester, emphasis is placed on the utilization of the many campus departments and resources available to them (Counseling Center, Career Center, Learning Assistance Resource Center, Disability Resource Center, Health Center, etc). Newcomer student-athletes also take the Clifton Strengths Finder Assessment at the beginning of the semester. Strengths Finder is a 30-minute online assessment utilized by many SJSU Student Support units (including the Counseling Center, the Career Center, the Learning Assistance Resource Center, the Disability Resource Center, and the Health Center) aimed at helping people discover and maximize their unique talents. Student-Athletes then apply their top 5 strengths to a series of study skills and life skills self-assessments administered to them during their weekly academic meetings. Peer Tutors or Academic Advisors then discuss the results with each student-athlete. Part of each discussion includes mention of the campus resource(s) related to the week’s topic. The self-assessment topics include:

- Strengths Finder
- Foundations of Success
- Academic Self-Confidence
- Multiple Intelligences and Learning Styles
- Memory and Concentration
- Taking Notes and Being Prepared
- Taking Tests
- Goal Setting
- Self-Responsibility
- Time Management
- Motivation and Change
- Diversity and Communication
- Health and Performance
- Stress and Coping
14. Please submit a copy of the department of athletics and/or institution's written travel policies to ensure the safety and well-being of student-athletes with the submission of your self-study report (e.g., road travel; air travel, including charter policies; driver selection; training; privately owned vehicles). [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department and/or institution's written travel policies].

The Associate Athletic Director for Business (Matt Witty) maintains supervisory responsibility for the Athletic Travel Program. The current Travel Policy is attached.
File: SJSU Athletics travel Policy.doc

List of attachments

1. SJSU Athletics Travel Policy.doc

15. Describe the annual evaluation of the department of athletics and/or institution's travel policies to ensure these policies are effective. Further, describe how the travel policies are directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have written travel policies that are annually evaluated for their effectiveness in protecting the health and providing a safe environment for student-athletes. Further, the administrator(s) responsible for annually evaluating travel policies must be identified and travel policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, including coaches, and student-athletes.

The Department travel Policy is evaluated annually in preparation of Department budget, policies are enhanced throughout the year when deemed necessary by the Business Office. All travel policies are subject to change by the Athletic Business Office throughout the year. Proper notification will be given to all employees.

Travel Policies are communicated in writing to all coaches and DIA employees in four ways:

1. Scheduling for competition and practices is covered in the DIA policies and procedures manual and addressed multiple times each year by the Director of Athletics as an agenda item at mandatory head coaches meetings.

2. Missed class policies are included in the Student-Athlete Handbook and presented to student-athletes at the Student-Athlete Orientation prior to the beginning of each school year. They are also reiterated during regular weekly advising meetings for all newcomer and continuing at-risk student-athletes, as well as by individual coaches in their own team handbooks.

3. Professors/Instructors of student-athletes who will miss class due to their sport travel schedule are provided with a memorandum from the Director of Student-Athlete Success Services at the beginning of the semester. The memorandum is accompanied by a copy of the team's travel schedule for the season, and is hand-delivered by the student-athlete so as to promote dialog between the instructor and student-athlete regarding the student-athlete's successful management of both academic and athletic expectations. An example of the memo reads as follows:

Please excuse ______ the baseball student-athlete enrolled in your Spring 2010 class on the dates of away competitions listed on the accompanying schedule. SJSU student-athletes are expected to complete all missed assignments and take initiative to keep up with their class work. They also understand that professors will determine whether missed assignments should be turned in prior to departure or upon return.

Thank you for your understanding of the unique challenge that a competitive sport travel schedule places on the student-athlete. Feel free to contact me should you have any questions or concerns.

4. An e-mail reminder, citing by-law 17.1.6.6.1, is sent to head coaches one week prior to the beginning of each semester. It serves to specifically remind coaches that at no time may a student-athlete miss class for practice.
The Student-Athlete Handbook (p. 38) also outlines the following team travel procedures.

TEAM TRAVEL ?C from Student-Athlete Handbook (p. 38)

?? Your head coach will review with you the standards for team conduct which you must observe when traveling with your team. Specific requirements for dress, individual conduct, curfews, and free time activities will be discussed.

?? Printed material has been developed by your coach which includes team rules for your sport.

?? At the beginning of each season, you will be given travel letters to distribute to your professors as soon as possible.

?? Prior to departure, you should remind your professors that you will be absent. It is your responsibility to make up course work missed as a result of traveling with your team. Working with your instructors to submit or complete work before you leave is always best if possible. If work will be submitted after your return, please work with your instructor to set clear deadlines to prevent miscommunication. If you must complete work on the road, work with your Team Academic Advisor for help with submitting work, finding proctors, etc. Except in extreme circumstances, Division staff should not proctor any exams taken on the road. In such cases, only Student Success Services or Senior Athletic Staff should serve as proctors after arrangement with the Director of Student Success Services. If there is a problem with you missing a course(s), contact your Team Academic Advisor for assistance.

?? Please remember that the Division pays only for your transportation, room and board. This is in compliance with NCAA rules and regulations. Room service, laundry, phone calls, pay television, movies, etc., must be paid for by you. Since you are required to pay for the charges anyway, please save the division the time and paperwork by not charging incidentals to your room. It is permissible for you to collect your frequent flyer miles when on school business in the representation of your athletic team. Please speak with your Coach for more details.

The Associate Athletic Director for Business (Matt Witty) maintains supervisory responsibility for the Athletic Travel Program. The role further reports to Senior Associate Athletic Director Internal Operations Marie Tuite, and Athletic Director (Tom Bowen).

16. Please submit a copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for practices, contests, strength training and skills sessions].

Contained in the file: SJSU Sports Medicine Pol and Proc.doc
Pages 18-31 contain Emergency Procedures for each facility where athletic contests, practice sessions and strength training are held.

List of attachments

1. SJSU Sports Med Pol and Pro.doc
17. Describe the annual evaluation of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have a written emergency medical plan for practices, contests, strength training and skills sessions. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

The Department Emergency Medical Plan is evaluated annually by the entire Sports Medicine Team and Medical Director (every August) in preparation for the academic year.

Emergency Medical Policies are communicated in writing to all coaches and Department employees.

The Student-Athlete Handbook (p. 29-30)

The Sports Medicine Director (Scott Shaw) maintains supervisory responsibility for the Emergency Medical Plan. The role further reports to Senior Associate Athletic Director Internal Operations Marie Tuite, and Athletic Director (Tom Bowen).

18. Please submit a copy of the department of athletics written emergency medical plan for out-of-season workouts with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's written emergency medical plan for out-of-season workouts].

Contained in the file: SJSU Sports Medicine Pol and Proc.doc

Pages 7-8 contain the Emergency Medical Plan for Out-Of-Season Workouts (also called Emergency Treatment Outside of Traditional hours)

DIA meets Measurable Standard 12.

List of attachments

1. SJSU Sports Med Pol and Pro.doc

19. Describe the annual evaluation of the department of athletics written emergency medical plan for out-of-season workouts to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for out-of-season workouts is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

The institution must have a written emergency medical plan for out-of-season workouts. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.
The Department Emergency Medical Plan for Out-Of-Season Workouts is evaluated annually by the entire Sports Medicine Team and Medical Director (every August) in preparation for the academic year.

Emergency Medical Policies are communicated in writing to all coaches and Department employees.

The Student-Athlete Handbook (p. 29-30)
The Sports Medicine Director (Scott Shaw) maintains supervisory responsibility for the Emergency Medical Plan. The role further reports to Senior Associate Athletic Director Internal Operations Marie Tuite, and Athletic Director (Tom Bowen).

20. Please submit a copy of the athletics department's athletic training and sports medicine policies and procedures with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the athletics department's athletic training and sports medicine policies and procedures].

List of attachments

1. SJSU Sports Med Pol and Pro.doc
2. Sports Medicine PreSeason Team Meeting.doc

21. Describe the annual evaluation of the department of athletics written athletic training and sports medicine policies and procedures. Further, describe how the department of athletics athletic training and sports medicine policies and procedures is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in these areas.

The institution must have written athletic training and sports medicine policies that are reviewed annually. Further, the administrator(s) responsible for annually evaluating athletic training and sports medicine policies must be identified and the athletic training and sports medicine policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

The Department Emergency Medical Plan is evaluated annually by the entire Sports Medicine Team and Medical Director (every August) in preparation for the academic year.

Emergency Medical Policies are communicated in writing to all coaches and Department employees.

Sports Medicine PreSeason Team meetings are mandatory for all sponsored teams.

The Student-Athlete Handbook (p. 29-30)
The Sports Medicine Director (Scott Shaw) maintains supervisory responsibility for the Emergency Medical Plan. The role further reports to Senior Associate Athletic Director Internal Operations Marie Tuite, and Athletic Director (Tom Bowen).
22. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 3.3, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

The institution did not develop any plans for improvement.
The institution did not develop any plans for improvement.

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<tr>
<th>Elements</th>
<th>Goals</th>
<th>Steps to Achieve Goals</th>
<th>Individuals/Officers Responsible for Implementation</th>
<th>Specific Timetable for Completing the Work</th>
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### Racial or Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS)

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Name of person completing this chart: Matt Witty  
Title: Associate Athletics Director, Business Operations
### Racial or Ethnic Composition of Personnel - New Race/Ethnicity Categories Chart (IPEDS)

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<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
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<th>Native Hawaiian/PI (N)</th>
<th>Black/African American (N)</th>
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Name of person completing this chart:  Matt Witty  
Title:  Associate Athletics Director, Business Operations
### Racial or Ethnic Composition of all Students - Old Race/Ethnicity Categories Chart (IPEDS)

**STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID**

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Name of person completing this chart: Matt Witty  
Title: Associate Athletics Director, Business Operations
### Racial or Ethnic Composition of all Students - New Race/Ethnicity Categories Chart (IPEDS)

**STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID**

<table>
<thead>
<tr>
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Name of person completing this chart: **Matt Witty**  
Title: **Associate Athletics Director, Business Operations**
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Name of person completing this chart:  Matt Witty  
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### Racial or Ethnic Composition of Student-Athletes by Sport Group - New Race/Ethnicity Categories Chart (IPEDS)

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